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ABSTRACT

Steps in the administrative job search, with a focus on marketing oneself, are described in detail in this guidebook. Topics of discussion are as follows: preparatory organization (getting started); defining one's priorities; writing a resume and letter of application; maintaining a placement file; surviving the screening and interview processes; contract negotiations; and the resignation process. Appendices include sample resumes and criticisms, commonly asked interview questions, and sources of position information. (LMI)

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How to Find a Job in School Administration

By Ivan Settles

Published by the Association of California School Administrators

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INTRODUCTION

If it's a truism that many speakers tell more than they know, I suppose it is a truism that many writers write more than they know. As you read this, I hope you will not feel that I have written too much more than I know. When a person writes about employment and job search activities, the person writes about experiences. Each of us has had different — though probably somewhat similar — experiences. Each of us has been a winner using some process of application for employment.

If we have all been winners, why have I written this handbook? I have written it because times and processes change. What worked some years ago might not work today. Federal and State laws — as well as our own thinking and acting about equality — are changing the employment process. Also, most of our more mature school administrators today had mentors who helped them move along.

For the past 18 years, I have worked extensively with the application, screening, and selection process at all levels of administration. I've read literally thousands of applications — the letter, resume, placement file, application form, and supplemental material. Because of this experience, I'm painfully aware that too many administrative candidates do not practice good application procedures.

This handbook is my attempt to share with you what I've learned through experience and through a lot of reading and thinking about the administrative application process. It's my hope that it will be helpful to you.

In closing, I wish to thank Howard Coble, Executive Director of the Washington Association of School Administrators, Ozzie Rose, Executive Director of the Confederation of Oregon School Administrators, and Wesley Apker, Executive Director of the Association of California School Administrators for helping to make this handbook available.

Ivan L. Settles
Placement Director
University of Washington

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Part 1: Getting Started

The Myth Of Administrative Placement Control

Because each school district is controlled by its locally elected board of trustees, no one person or small group of people can possibly control any state's administrative placements at any level, from the building to the central office and superintendency. The myth of such statewide control is a cop-out.

Just as California's school administrators and school boards do not give up their leadership responsibilities to anybody else, so must you take responsibility for your own career advancement.

Though it is probably true that the educational administration faculties of some institutions overlook their responsibilities to assist candidates and some placement personnel are less active than others, the truth is you get your own job. No one else can.

Learning About The Process

Let's assume you will be on the administrative job market in the near future. Until then, why not ask your principal, superintendent, or personnel manager to let you participate in the selection process in your district? That participation will give you an opportunity to view various applications and determine how you wish to prepare your materials for the administrative job market. It will also give you a firsthand view of how applications are screened and how interviews are conducted.

Much information can be gained by talking with friends who have recently applied for administrative positions. Find out all you can about the types of interviews they have had, the questions they have been asked, and things that helped or hindered their candidacy.

These involvements and conversations will remove some of the mystery from the process and help you present yourself in the most positive way as an administrative candidate.

Maintaining Memberships In Professional Organizations

Membership in professional organizations can be critical to your advancement as an administrator. Screeners at all levels of administration seek candidates who are active members in professional organizations. Therefore, it is critical for you to align yourself with the professional organization which will help you grow, and to participate in the activities of your ACSA job-alike committee:

- Adult Education
- Business Services
- Co-Administrators
- Confidential Employees
- Continuation, Correction & Court Schools
- County Offices
- Curriculum & Instruction Leaders
- Elementary Administration
- Employer/Employee Relations
- Higher Education/Professional Preparation
- Junior High/Middle School
- Personnel Administration
- Pupil Services
- Research, Evaluation & Accreditation
- Secondary School Principals
- Special Education
- Superintendency
- Vocational Education

Professional Organizations:

- American Association of School Administrators
- American Association of School Personnel Administrators
- American Federation of Teachers
- Association of School Business Officials
- Association of Supervision and Curriculum Development
- Computer Using Educators
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Education Association
- National School Public Relations Association

Part 2: Being Systematic And Using The System

Keep Detailed Records

If you are an applicant who is really working to obtain a position, you should keep a detailed record of all positions for which you have applied. This record is especially helpful if you plan to apply for any reasonable positions which open.

One simple way to systematize yourself and know where you are in the application process is to prepare a 5" x 7" card for each position and record the following information:

Title of position: _____
Name and title of contact person: _____
Address for correspondence: _____
Telephone of contact person: _____
Date contacted for application materials: _____
Contact by letter or phone: _____
Date application letter and resume mailed: _____
Date application form mailed: _____
Date requested placement file forwarded: _____
Date and title of supplementary materials mailed: _____
_____
Phone calls to/from the district: _____
Interview date and place: _____
Job offer or rejection letter received: _____

You may wish to add the names of persons you have asked to phone or write the district on your behalf.

You should, of course, keep carbons or photocopies of your letter of application and application form and other materials you have submitted.

If you have been contacted by the district for a screening phone call or have actually been interviewed, write down the questions you were asked and the names and titles of the people who interviewed you. Note any difficulties you might have had. Note any items which you promised to follow up on and do them immediately.

Review Your Application Process

Though keeping an extensive record may seem to be busy work, such a record can help you. As you apply, your hopes rise. As you receive "thanks for your application" letters or "we appreciated meeting you in the interview" phone calls, you may become dejected or depressed. You lose your buoyancy and ability to present yourself as a candidate who will be successful on the job. You start sending signals in your letters and interviews that say, "Hey, I don't think you're going to hire me." When you send those signals, chances are that you won't be hired.

That is where your system can help you. Because you are your own best resource, you should review your application processes and ask:

- Do your application letters and materials support you for the positions for which you have applied?
- Do they represent you in a positive light?
- Are they accurate as to information, spelling, grammar, and punctuation?
- Have you omitted any necessary steps?
- Is there something that you are not doing correctly?
- Do you know something about yourself that keeps others from interviewing or hiring you?
- Does some experience cast such a shadow on your application that your chances of obtaining an administrative position are virtually nil?
- Does something in your experience need to be accounted for, e.g., an unwarranted rumor or a gaping hole in knowledge or experience?

Ask For Feedback

Once you have carefully thought through those questions, you may want to talk with someone you can trust to read your materials and offer you the help you need. That person may be your immediate supervisor, an administrator who reads many applications and makes decisions about them, your placement director, a university faculty member, or one of the executive directors of our professional associations. Though some districts do not like such phone calls, you might phone one or more districts where you applied and ask why you were screened out.

If you do talk with any of these people, do so with an open mind. You have gone to them for assistance. You may get your feelings hurt by some of the comments, but remember — you asked for feedback so that you can be a winner.

Checking Out The School And The District

Before you apply to a district, you should have some idea about the district and its location. Would you enjoy living and working there? Visit the district for a weekend to get a feeling about the schools and community. Stop at a filling station, a cafe, bank, etc., and ask about the schools. Drive around and see for yourself how the buildings look.

Subscribe to the community newspaper for a short period of time. Ask realtors about houses for rent, lease, or sale. Ask friends who work and live in the community to tell you about the schools and community life. Write to the Chamber of Commerce for information. If your high school newspaper staff exchanges with the high school of the community where you would like to move, read the school newspaper.

If you plan to visit the school or schools of the district, you probably should ask approval from the superintendent before you make your visit. It is protocol, and it might provide you with an opportunity to talk to the people who can answer your questions about the district.

If you are married, be certain that your spouse and other family members have an opportunity to visit the community, too. If the spouse and children are not happy with the location, you may not be too happy with the position.

You can obtain general information about the size of the district, the schools and their population, names of administrative personnel, and addresses and telephone numbers from the *California Public School Directory*, available in most school offices and from the California State Department of Education.

Applying Indiscriminately

Occasionally a candidate applies for any open position whether or not he or she meets the minimum qualifications. The candidate may have absolutely no experience as a building principal but apply for the principalship of a school of more than 1,000 students. Or the candidate may have been the superintendent of a district of 220 students and apply for the superintendency of a district of 10,000 students. These are quantum leaps in job responsibility, and few people are successful in making such a job change.

When you are an indiscriminate applicant, you appear to be unaware of the reality of your own experience and education and of the reality of the positions for which you apply. You also look as if you are unaware of the many qualified applicants who also want those positions and who — through their experiences — are able to present a stronger application than you.

When you are an indiscriminate applicant, you waste time and energy applying where you probably are not competitive. You will be more successful in your job search as a discriminate applicant who applies for the logical next job.

Lest I be accused of provincialism, stupidity, and countless other errors of thought and act, let me assure you that I do not believe that a person has to move carefully from one small and isolated position to a little larger and less isolated position and on to the big city. What I know from experience is that resources and environments vary greatly from district to district and that a person's experiences may qualify him or her for one job but not for another.

Part 3: Critical Questions

Critical Questions To Ask Yourself When Applying And Accepting

Occasionally a person applies for and is hired for a position that is all wrong for that person. The following questions should have been considered first:

1. Why is the position open?

2. If it is a new position, does the job description seem clear and does it fit the situation? Is there strong support for the position?

3. If the position is open because a person left, why did that person leave?

4. How will this position help me reach my career goals? Is it a parallel move or a move that will later stymie me? Is it a position I really want, or is it one someone else wants me to accept?

5. Does this position have those elements in it which will help me grow as an administrator? Will it fill gaps in my experience and provide me a broader base of knowledge and experience that will prove helpful later?

6. What weaknesses in my education or experience may cause me to have difficulty performing the job? Can I overcome those weaknesses through workshops, course work, or experience? Can I feel comfortable in this position?

7. Are my strengths going to be used in this position so that I will feel comfortable most of the time, or will I always feel uncomfortable in this position?

8. Who will evaluate me? How will I be evaluated and for what purpose?

9. Will I be a part of a team or just another cog in the administrative wheel?

10. Am I excited enough about this position so that I will enjoy it for three or more years?

11. Can I realistically expect a promotion to an even higher position if I do an excellent job on this one?

12. Will I like living in this community? Will my family like living here?

13. Is this district really sold on me or am I a compromise candidate?

14. If it is a superintendency, can I relate well with this board and have a reasonable opportunity to help the district meet its educational goals?

15. Is the salary and benefits package adequate for my education and experience and for the responsibility of this position? Can I expect it to improve over the next few years?

16. Is this district growing in population or decreasing? If the district is increasing, what opportunities might lie ahead for advancement? If the district is decreasing, what are the chances that I might be out of a job in the near future?

17. Do I really want to work with the administrators of this district? Are they professionals who will present good models for my professional growth?

18. What do I know about the administrative style of the superintendent or other person who will supervise me? Do we have compatible styles? Is this person a dabbler who will often interfere? Is there a strong management team in operation?

19. When I look at the schools and the community, do I get a message of pride or of apathy? Are the buildings and grounds well-maintained? Are the teaching materials and equipment reasonably current? How is faculty morale?

20. Are the other administrators active members of professional organizations?

21. Are there cultural, religious, and recreational activities which will be attractive to my family and me?

22. Do I philosophically fit in with the district and community, or do I march to such a different drummer that I would not feel comfortable?

23. Do I really want this position, or am I just running away from a situation which is so bad that any other opportunity looks better?

24. If I accept this position, will I be proud to tell people about my new district and position? What do I know about the reputation of the district?

25. If I am under contract that extends beyond the starting date of this new position, can I be released to accept the new position? If I resign before my present contract is completed, how will potential employers view that in future years?

Part 4: What If The Position Is "Wired"?

What If The Position Is "Wired"?

If you worry too much about positions that are "wired" for a specific person or about "beating out" a candidate within the district, you may never apply for an administrative position. Why? Because there are inside candidates for most positions and it would be difficult to prove that a job is actually wired for a specific person. Positions are advertised and the screening process is carried out to ensure that affirmative action has been accounted for in process if not in good faith.

Should you apply for a position that you know is wired or that looks as if it were designed for a specific person? Why not? If you are invited for an interview, you gain that valuable exposure to help you in preparing for future applications and interviews. Incidentally, you might make such a strong impression that the next time an administrative position opens in the district, the job will be wired for you.

In a wired position, the employer is playing a game of subterfuge and needs to use you to make the game work. If you understand this, you can use the employer's game to your own advantage. You get the experience for what it is worth, but not the job. You have not damaged your ego because you knew you didn't have a strong chance of winning anything but the experience. That experience could prove most valuable.

Obviously you have to use good sense in such applications. If your present employer would be angered by your application, don't apply unless you have a good chance to win the position. Why endanger your relationship with your employer unnecessarily?

You might discuss the wired position with your employer and ask permission to apply only for the experience. If you somehow win the position, then you have another discussion with your supervisor in which you discuss release from your present contract.

Part 5: Letter Of Application

Preparing An Effective Letter Of Application

The shortest letter of application I have read was addressed to the Superintendent of Schools, Pullman, Washington. On a postal card the candidate had printed, *"Send me a contract to teach anything."* It was not only the shortest application letter I have read, it was also one of the easiest for the superintendent to screen out. Perhaps the Pullman Schools missed a Renaissance person, but I doubt it.

Take Time And Care

There is no perfect way to write a letter of application. If you really want the position, you will spend considerable time and thought upon your letter. So that you will have all of the information necessary to write your letter, write or phone and request an application form, job description, and announcement of vacancy. If you live nearby, you can stop by the office and pick up the materials.

You probably should write a draft, set it aside for a period of time, and then polish it off and mail your final proof to meet the deadline for application. Because you want your letter to present you in the best possible light as an applicant, you will:

- Address your letter to the person who is responsible for the screening or who signed the vacancy announcement.
- State exactly for what position you are applying.
- State how you learned about the vacancy, *if* it will advance your candidacy.
- State how you meet the criteria for the position.
- State what materials you are forwarding with your letter, if any, and also what materials are being forwarded by a placement office.
- Indicate that you will provide additional information upon request.
- Ask for an application form if you do not have one.
- Indicate a willingness to be available for interview at the district's convenience.

All of the information listed above must be presented in proper form which includes spelling, sentence structure, grammar, and punctuation. Your letter should be typed and follow accepted business letter format. To state that your complete address and signature should be on the letter may sound elementary but some applicants, unfortunately, omit them.

It is probably best to use 8½" x 11" bond paper, either white or a light neutral color. District stationery and postage are not to be used for your personal applications; your letter on district stationery may raise a question of your ethics or good judgment.

Include Relevant Qualifications

Candidates often write too much about how good they have been in their present positions and not enough about how they qualify for the positions for which they are applicants. An example would be the teacher who applies for a principalship by telling how successful his or her classroom experience has been but fails to tell about his or her administrative experiences.

Another example is the central office administrator who has primary responsibility for one part of the administrative function, perhaps finance. In an application for a superintendency that person might stress only the finance aspects of the job and ignore public relations, decision making, and other vital responsibilities of a superintendent.

A critical reader will recognize the weaknesses of both applicants' letters and usually drop them from consideration. Neither candidate has looked at the responsibilities of the position applied for and explained how his or her experience fits that position.

Sell Your Potential

Good application letters use the experiences and education of yesterday and today to sell the applicant's potential for tomorrow's experiences in a new position. Good application letters tell how you meet the criteria and qualifications of the position. You inform the reader that you know what the position is, that you are qualified for it, and that you are ready to assume that position's responsibilities.

Remember, always keep a copy of your letter of application and the materials you submit with it. If your application helps you obtain the position, you can use it as a model when you apply for your next position. If it does not land you the position or an interview, you may wish to review and change it so that your future applications will present you in a more winning way.

Tailor Your Material

How do you put all of that information into a one- or, at most, a two-page letter? You do it by writing *and rewriting* until your letter presents you and your qualifications clearly and concisely.

Though your letter of application should not be too long, there is absolutely nothing wrong with sending additional information attached to your letter. You may wish to add a supplementary statement of experience that details how your experience and education meet the criteria, a statement of your philosophy of education and/or administration, or other material which you feel will help sell your potential as the best candidate in the applicant pool.

Some candidates tell so much that the reader is overwhelmed, not so much by the magnificence of the experience but by the sheer volume of words. It pays dividends to think about the job for which you are applying and to make sure that your letter and supplemental materials support your application.

Recently I assisted with the screening for an assistant superintendent for support services. Numbers of candidates sent curricular materials and public relations materials which did not sell them as candidates who could administer the budget and finance area, transportation, maintenance, etc. The materials they submitted, in fact, usually helped screen them *out* rather than screen them *in*. Their supplemental materials did *not* support the position.

Avoid The Shotgun Approach

Recently a person who was seeking a building level administrative position asked to talk with me about his applications and why he was not getting any interviews. The man showed me a dittoed letter complete with purple blotches and poor quality print. The ditto letter was addressed to "Superintendent." He informed me that he simply addressed the envelope to the superintendent and the district. In most cases, he had not obtained the specific name of the superintendent or the district address.

This man was using a *shotgun* approach to the job search. He simply scattered a lot of letters and hoped he would hit a target some place. It seems to me that candidates who do this are trying desperately *not* to get a job. Perhaps they do so many things wrong because they don't really want a job. In spite of his lack of success in getting interviews, this man could not be convinced to change his application procedures.

Part 6: Writing A Readable Resume

The resume, simply stated, is a distillation of your education and experience. You prepare *and mail it with your letter of application.* "Simply" may not be a good word to use here for whole books have been written about resumes, and people agonize over their preparation. Resume writing is a business in many cities; however, the best administrative resumes are written by administrative candidates and not by some person making a living from writing them.

The resume is designed to *quickly* inform the reader of the most important highlights about you, your education, and your work experience. If you are applying for only one type of position, e.g., principal or business manager, then one resume should do the job for you. If, however, you plan to apply for principalships *and* business manager positions, you may wish to prepare a resume for each type of employment. The resume should inform the reader that you are qualified for the position for which you apply.

Follow These Guidelines

When discussing resumes with candidates, I usually offer these three guidelines:

1. Put first things first.
2. Leave out any item which could be used to discriminate against you.
3. Leave something for the employer to learn during the interview and after you are hired.

Put first things first. This means that you organize your information so that the most important section of the resume comes first and you arrange the information in descending order of importance. Because most resumes are scanned and passed upon in *ten to forty seconds,* you can understand why it is vital to put first things first and not clutter up your resume with unimportant information.

There is an often stated "fact" that a resume must not exceed one page. This "fact" is not true. A one-page resume might be correct for a beginner because that person has less to tell. However, a one-page resume attempt for a candidate with considerable experience may force that person to leave valuable information out. Use your own good sense about the length of your resume.

Also, use your own good sense about resume format. Some sample resumes are included in the appendix to show you various formats. You may wish to have your resume reproduced by an offset process; however, it will look just as good if reproduced on quality bond paper using a Xerox or other quality photocopier. You might like to use an attractive, soft, not screaming loud paper color. You want your resume to call attention to you, not scream about you.

Either leave out items which could be used to discriminate against you or treat them in such a way they are not too obvious. This is good advice, and it is commented upon throughout the rest of this section on resume writing.

Leave something for the employer to learn during the interview or after you are hired. Otherwise, you will put in trivia that clutters up the resume and detracts from the important information you have to sell.

Include The Following Sections

The parts of a resume will vary, but for anyone seeking an administrative position in education, the following should be considered:

- Name, address with ZIP, and telephone with area code
- Job objective if you wish to use one
- Education and degrees
- Certificates or credentials (you may wish to include these in education)
- Employment history, preferably in reverse chronological order
- Memberships in professional, civic, and social organizations
- Additional items for consideration:
  - Awards and honors
  - Publications and presentations
  - Special skills
  - Hobbies and special interests
  - Personal data, e.g., birthdate, marital status, etc.

Name, Address, And Telephone

Though it seems redundant to mention this, I do so because quite often resumes are submitted by persons unknown or with no address or means of contacting them. Use your professional or legal name. Center your name six to eight spaces from the top of the sheet. Centering will help you avoid the possibility of your name being hidden by a staple or paper clip in the upper left- or right-hand corners.

Your complete mailing address and telephone number should be placed below your name. You may wish to include both your business and residence addresses. If your resume is more than one page, place your name in the upper right-hand corner of the second sheet. Here are two examples you may wish to consider:

There are many other ways to present your name, address, and telephone. Figure out some way that you like and do it. Incidentally, if you hold a doctorate, you may wish to note that after your name.

William Chin
6996 Rocky Road, Sprinkle, California 99999
Tel: 503 555-6543

or

William Chin

Residence:
6996 Rocky Road
Sprinkle, CA 99999
Tel: 503 555-6543

Business:
Rosy View School Dist
No. 1 Learning Lane
Rosy View, CA 95999
Tel: 206 555-5432

Job Objective

In the business and industrial world, resumes usually include a job objective. In education administration applications, the job objective is usually transmitted in the letter of application. However, if you choose to include a job objective, be certain that it fits the position for which you apply. Do not send a resume with a job objective stating you wish to be a building principal if you are applying for a business manager position. The following job objective is rather specific:

Job Objective: to serve as principal of a senior high school of 200 to 500 students in a rural setting.

That objective is excellent for rural districts, but it would be a poor objective on an application sent to an urban district. You may wish to write several job objectives and prepare resumes for each.

Education And Degrees

Remembering "first things first," you will present your education and degrees in reverse chronological order with the *most recent degree first;* you want the reader to immediately note your highest degree. Some resumes state that you should list your institution before the degree if it is a prestigious institution. When I read a resume, I am more interested in the degree and discipline than the institution; therefore, I prefer this:

Ed.D. in Educational Administration with minors in Business and Sociology. Urban University, Damptown, CA 1960

If you are a sharp reader, you will note that I de-emphasized the significant item at the end of that statement. Because the degree was granted so many years ago, I wanted to hide that fact and pump up the degree and disciplines. Incidentally, de-emphasizing an item like that agrees with my contention that you never give information which can be used to discriminate against you. If you must use it, never put it where it will be too obvious to the reader. Here are two other ways to present that information:

Urban University: Ed.D. in Educational Administration with emphasis in Business and Sociology. Damptown, CA

1985 Urban University: Ed.D. in Educational Administration with emphasis in Business and Sociology. Damptown, CA

Note that in the first example, the year the degree was granted was ignored and the focus was upon the institution which granted the degree. In the second example, the recentness of the degree and the institution were the focal points, not the area of study for the degree.

Degrees are vital to candidates applying for administrative positions, and those degrees must be correctly stated as to degree, discipline(s), institution, and location. Anyone from the Northwest readily recognizes OSU and WSU as Oregon State University and Washington State University; however, a reader with a Midwest orientation might think of them as Ohio State and Washington State. Here are two more examples of ways to present your degree information:

1970 M.Ed. Urban University. Curriculum and Reading.

1965 B.S. Country College. Math and Psych.

OR

M.Ed. in Curriculum and Reading. Urban University Damptown, CA 1970

B.S. in Mathematics with a Psychology minor. Country College, Dry, CA 1965

The second example places the degrees in reverse chronological order and immediately identifies the fields of study, the institution and its location, and the year granted. Note again that the old dates were buried tactfully, but honestly, at the end.

If your degrees are more than ten years old, you may have taken refresher courses or special workshops that can be used to freshen up your educational appearance. Here is an example of "freshening up" the education:

1985 "Computers in Education," "Business Organization" and "Grant Writing." Summer session at Country College, Dry, CA

1982 "ITIP (Instructional Theory into Practice)," a 40-hour workshop in improvement of instruction. Sponsored by State Superintendent of Public Instruction and Association of California School Administrators.

Credentials

As a result of the school reform efforts of the mid-1980s, lifetime teaching and administrative credentials are no longer available in California and some other states. If you obtained a lifetime credential before the change in the law, it is likely you've been "grandfathered." But if your credential is more recent or if you're still in the process of qualifying for it, you would be well advised to make sure your certification is current and appropriate for the jobs you plan to seek in those states to which you apply.

To check, contact each state's administrators' association, state department of education or state teacher credentialing department. In addition, teacher training institutions and graduate schools of education should have up-to-date credentialing information.

On your resume, present your educational credentials in reverse chronological order with the most recent listed first. If you plan to use your resume in only one state and have been graduated from institutions in that state, perhaps you needn't include the name of that state; including it, however, does verify your ownership of that state's certification. A candidate from Oregon presented his credentials thusly:

Important College, Salem, OR
1984 Standard Superintendent Certification
1981 Provisional Superintendent Certification
1976 Standard Secondary Principal Certification

October University, Portland, OR
1977 Provisional Secondary Principal Certification
1973 Standard Teaching Certification
1969 Provisional Secondary Teaching Certification: Mathematics

Note that this candidate has emphasized each of the certificates and the year granted. This shows a logical and steady progression from teaching through secondary principalship to superintendent certification. It also shows that this candidate has attended more than one institution.

Perhaps you wish to apply for a position before completing all requirements for the credential required for the new position. Even though the coursework and internship are moving smoothly and you are certain you will complete the program and receive the certification, you should check with your faculty advisor to make sure the advisor feels the same way and that you are not missing any little technical items that will delay the certificate. If all seems well, then you may list the credential and/or degree as follows:

Elementary Principal Certification (to be granted *date*)

Name of institution and location

You are alerting the reader that you are progressing toward the certificate and expect to receive it by that date. Most employers will accept this and discuss it with you if you are invited to interview.

Administrative And Teaching Experience

If you have only a few years of teaching and administrative experience, you may wish to list all of it under the heading shown here. However, if you have extensive administrative experience, you may wish to present two separate sections: *Administrative Experience* and *Teaching Experience*. Occasionally a candidate will have non-educational experience which would be helpful. That should be listed as *Other Employment*.

The *way* you tell the reader about your administrative experience and potential is crucial; therefore, you need to prepare the resume very carefully. Occasionally a person will use only administrative titles to describe the experience, but titles alone do not tell the reader what the actual responsibilities of the position have been. What does this information tell you?

1982-1986 Assistant Principal Junior High School

If you are like many people who stereotype the responsibilities of the assistant principal to include only discipline, attendance, and gopher (go for the principal) work, you may feel this candidate is nothing special. If you are reading resumes and seeking a junior high principal who has experience in evaluating staff and programs and in coordinating extra-curricular activities, this candidate has not sold you those skills. Note how the following candidate sells experience:

1982-1986 Assistant Principal, Prospect Junior High, Prospect, CA

- 760 students, grades 7-9; multiethnic student body.
- Supervised and directed gifted, special education, and alternative programs; evaluated staff.
- Supervised and directed school attendance and discipline, including in-house suspension program.
- Co-chaired school climate program.
- Supervised school maintenance program.
- Assisted principal with general administration: budget, staff selection and evaluation, program evaluation.

That person told the reader in a minimum of words some important things about work responsibilities and experience. On a quick reading, wouldn't you give the second candidate more consideration than the first one who listed only the position title?

California's administrative credentials have been restructured over the past several years. Instead of an array of secondary and elementary, standard and general lifetime credentials, California has instituted a two-tier system of renewable administrative credentials.

The first level is the preliminary administrative services credential, good for five years. The second tier is the professional administrative services credential, also for a term of five years and renewable.

The state issued its last lifetime credentials in 1985 and grandfathered all those issued before then.

* * *

Although no credential at all is required to become superintendent of a California public school district, as a practical matter few, if any, such positions are ever offered to a candidate without at least some experience as a teacher and administrator — both of which require credentials, although that experience and those credentials may be from outside the state.

In describing work activities, use active verbs such as designed, created, supervised. Omit pronouns. Use phrases rather than complete sentences whenever possible. Highlight the information you want to emphasize. Underlining, bullets and indentation can help items to stand out. If you have your resume professionally typeset and printed you can choose boldface, italics or other typesizes or typefaces to emphasize the items you want to highlight.

Suppose you wish to inform readers that you have had experience evaluating personnel. Here are two ways you might do it:

1. I was responsible for the evaluation and supervision of the teachers in the gifted, special education, and alternative programs.

2. Supervised and evaluated staff of gifted, special education, and alternative programs.

Note that the first item wastes space with a pronoun. The resume is all about "I" anyway, so it need not be repeated.

The second item uses a few words very effectively. It starts with two active verbs, uses fewer words, and deletes the pronoun. Work experience should be presented with a minimum of words, but those words should carry a maximum impact.

Memberships In Professional, Civic And Social Organizations

An employing district likes to attract employees who have been invited into membership in professional organizations and who have been active in civic and social organizations. Recently I read a resume in which the candidate listed the following:

Lions and Elks
Parent Teacher Student Association
CTA, NEA
ACSA
Band Parents' Club
Lutheran Church
PDK
Chamber of Commerce

This candidate has obviously been a member of professional, civic, and social organizations, but a reader who does not have a print-out to explain the acronyms would have difficulty knowing what this person's professional memberships are. (PDK and ACSA tell the non-informed very little.)

The list is not well organized; therefore, the following breakout with memberships in a hierarchical order (remember first things first!) might help this person:

Professional Memberships:
- ACSA (Association of California School Administrators)
- CASBO (California Association of School Business Officials)
- PDK (Phi Delta Kappa) — an educational honorary
- NEA (National Education Association) — life member

Civic and Social Memberships:
- Chamber of Commerce
- Lions
- Elks
- Parent Teacher Student Association
- Band Parents' Club
- Lutheran Church

Your discerning eye might have noted that CTA membership was not listed in the rewrite of memberships. Actually, because the candidate was no longer a dues-paying member, it was not current membership and not vital information. Note also that, where necessary, a brief description was provided. The Chamber of Commerce is a community-wide organization and was listed above the two social and service organizations, Lions and Elks.

If you have had a membership in the past but are no longer a member, you may wish to show the membership by listing dates of membership. You may also wish to show positions of leadership within an organization.

- Association of California School Administrators (ACSA) 1976-1981
- California Elementary School Principals Association — Chairman, Region 1

There are some "red flag" memberships which can work against you. Though it is illegal to discriminate on the basis of membership, discrimination may occur, either consciously or unconsciously. Memberships — especially active ones — in political parties and political action groups are anathema to some readers. Memberships in the Democratic and Republican parties, American Civil Liberties Union, and even Greenpeace can turn some readers off.

Listing such memberships, or your church or synagogue affiliation, is risky. Although most Americans still want people to be affiliated with organized religion, they can be critical if that membership isn't in the "right church."

If you are actively involved in "red flag" groups and want to maintain that membership, you have some options:

1. List the organization and risk being screened out because of it. If this occurs, you probably wouldn't have been happy in that employment anyway.

2. Do not list the organization, but maintain your active participation after you are on the new job. Be prepared, though, to take the flack that membership can bring you when discovered.

3. Decide whether your active membership is more important than your career advancement. You may decide to be less active but still support the organization with donations.

Personal Information

Although I believe it is important *not* to list items that could be used to discriminate against you, state and federal laws are quite specific about discrimination against sex, race, age, national origin, religion and handicap. Some states also prohibit discrimination based on marital and parental status. If an employer wishes to screen you out for any of these reasons, that employer will surely focus the rejection on other factors to avoid a discrimination suit.

Because of potential discrimination against you, I suggest you either omit most personal information from your resume or bury it at the end. If you do provide this information, be certain that it is accurate. Recently the following personal information was submitted on a resume and repeated on the application form:

Birthdate:	June 20, 1936
Height:	5′ 10″
Weight:	160
Married:	Three children all away from home

Any acquaintance of this man knows that he's only 5′ 10″ if he wears elevator shoes. He saw 160 pounds five years and about 30 or 40 pounds ago. He does have three children who are all away from home; however, he is no longer married. His divorce was final at least three years ago. When you note those discrepancies, you begin to doubt his birthdate, too.

If you were prepared to interview this candidate and expected to meet a man 5′ 10″ and a trim 160 pounds, but instead a 5′ 7″ rotund person appeared, wouldn't you begin to question him carefully for accuracy and veracity? If you discovered through a comment that he was not married but divorced, wouldn't you begin to question even more carefully?

Never misrepresent yourself. It is better to omit all personal information than to provide misinformation which may be used against you because you have misrepresented yourself.

Awards And Honors

Some candidates like to create a special spot to focus attention on awards and honors, but others prefer to list the awards and honors in connection with other items in the resume. Examples of this would be to list "graduated summa cum laude" by the degree rather than in this section and to list offices held under the membership section rather than awards and honors. Scholarships obviously belong here. Participation in special groups — athletic teams, debate teams, and band — in which you have received special awards also belong in this section.

Publications And Presentations

If you have written a thesis and/or a dissertation, you may choose to list the title here. However, it is perfectly proper to type this title under the degree at the beginning of your resume.

When you list a publication, show the title, co-authors if any, name of the publication in which it appeared, and the date of publication. When you list a presentation, show the title of your talk, the group to whom you spoke, perhaps the location if it is important, and the year of the presentation. If you served on a panel, list yourself as a panelist and show the topic, the group, location if you want, and the year.

If you have both publications and presentations, you may wish to show them under separate headings — similar to professional and civic organizations — rather than running them together. You probably should list these in reverse chronological order with the most recent ones first *unless* there is something vital about one or more of them that makes you list them out of reverse chronological order.

Films, slide and tape shows, and radio and TV participation may be presented in this section. Occasionally a candidate will list federal and state grants under this section. If you do this, make a subheading so that it will stand out.

Add "funded in the amount of _____ dollars" or "not funded."

If you have authored or co-authored district guidelines or curriculum materials or special projects, this is an excellent place to let others know about them. If you have prepared a guide for seventh grade social studies, list it that way. Do not imply that your curriculum guide was for grades kindergarten through 12.

Special Skills And Training

List only items that will help sell you or that advance your candidacy in a uniquely positive way. Among items you may wish to consider are:

Foreign languages (with a statement about speaking, reading and writing fluency)
First aid certificates
Coaching skills (list the sports)
Vocal and instrumental skills (if they are near-professional level)
ITIP (instructional theory into practice)
School climate
Computers

Think in terms of placing the most important items *first* in your listing. If you are a licensed pilot, that may be one of the highlights of your life, but it probably would be less important than some of the skills listed above.

Hobbies And Special Interests

Usually this is not a section of major concern; however, some employers do like to know what a candidate does away from the work scene. Do not list activities just to be listing them. List things in which you are involved. One candidate listed "reading" as a special hobby. However, he could not recall the name of a single book or its author that he had read in the last three years.

"Oenology" might be your hobby, but the science and study of wine making could turn off a potential employer outside of the wine growing regions. Be selective about the hobbies and special interests you list.

References: To List Or Not To List

You have to decide this one for yourself because there is little agreement among the "experts." If you do list references, place them last. Perhaps you will want to list them as "Additional references not in the placement file" or as "References available in my placement file." Either way, be sure to list the person by name, title, complete address and telephone number with area code. Also, never list a reference without first asking that person's permission.

A word of caution on listing references. I recently read a resume which used this heading — "Mentors" — and listed four names. Two of the people who were listed said they had never considered themselves as mentors for that person.

You may wish to list your references in specific categories, such as "Professional References" for people who know you in the work setting and "Personal References" for those who know you in the non-work setting. Whatever you do, *be selective*. List only people who know and can support you.

Should You Send A Picture?

Occasionally candidates have their pictures printed on their resumes. Too often the result is a disaster because a poorly reproduced photograph reveals all the worst things. If you decide to include a photograph, be sure that it is recent. A professional black and white or color photograph is far better than an amateur snapshot. Put your name and the date of the photo on the reverse side and attach it to your application materials.

Keep in mind that someone viewing your photograph may decide any of the following:

- You aren't smiling; therefore, you must be a cold person.
- You are smiling; therefore, you must not be a very serious person.
- You dress in a way that wouldn't fit the district.
- You are overweight.
- You are underweight.
- You are too old.
- You are too young.

Some facts about you which your resume may not reveal (especially if your first name is something like Grant or Marion or Francis) but which a picture surely will is your sex and, usually, your race. Clarifying these ambiguities could work for or against you depending upon the bias or the screeners and affirmative action considerations.

If "one picture is worth a thousand words," make sure any picture you choose to send says one thousand *positive* words about you.

Part 7: Words That Describe

Use Words That Describe Your Skills

The following words should prove helpful to you as you describe your areas of effective administrative and personal behavior. Use them in your resume and in your letter of application; however, if you can find a better word to describe you, use that word.

accept
accomplish
account
accountable
achieve
act
adapt
administer
administrate
advertise
advise
affect
analyze
anticipate
apply
approve
arrange
assemble
assess
assign
assist
attain
author
budget
calculate
chair
clarify
collaborate
communicate
compare
conceive
conceptualize
conciliate
conduct
consult
contract
control
cooperate
coordinate
counsel
create
define
delegate
demonstrate
design
develop
devise
direct
draft
edit
educate
employ
encourage
establish
estimate
evaluate
examine
execute
expedite
facilitate
forecast
formulate
generate
govern
guide
identify
implement
improve
increase
influence
inform
initiate
innovate
inspect
institute
instruct
integrate
interpret
interview
investigate
lead
maintain
manage
manipulate
mediate
moderate
modify
monitor
motivate
negotiate
operate
organize
originate
participate
perform
persuade
plan
perceive
present
preside
process
produce
propose
provide
publicize
recommend
reconcile
recruit
rectify
redesign
relate
renew
report
represent
research
resolve
responsible
review
revise
schedule
screen
select
speak
standardize
stimulate
summarize
supervise
survey
synthesize
systematize
teach
team management
train
utilize
write

Part 8: Completing The Application Form

Follow These Rules

Most application procedures require that you fill out an application form. Because that application form will become a part of your personnel folder if you are hired, you should always complete it with extreme care. Make sure that the information you provide is true and accurate as of the time you date and sign it.

The following ideas may seem simple and so obvious they make you a bit irritable, but following them will pay dividends to you. I have listed them as rules, because that is really what they are:

Rule 1: Never put anything on an application form until you have read the form thoroughly and know exactly what is to go where. If it says, "Please fill out in longhand," then use your best cursive writing. Follow the directions completely.

Rule 2: Never write SEE ATTACHED RESUME on an application form. One purpose of the application form is to gather information which the employer feels is vital. A second purpose is to systematize where that information can quickly be located when screening. If the application form can be considered the first legal step in the application process, and I believe it is, then the form *must* be completed to meet the requirements of the application procedures.

One of the peculiarities of administrative applications is that you actually provide the same information three times, but in different forms. The resume, the application form, and personal information sheets for your placement file all say approximately the same thing. In spite of that triplication, however, fill out the application form because that is the legal document which you date and sign. You do not date and sign your resume.

Rule 3: If forced to use abbreviations because of space, use only abbreviations found in a standard dictionary. Granted, there is seldom sufficient space on an application form for all of the information requested, but do not sidetrack the reader by using possibly confusing abbreviations.

Rule 4: Be extremely careful about acronyms. We use acronyms all of the time, but many of them are interpretable only to the "in crowd" of any group. SCUBA is understandable to most people though many of them will not know that it actually stands for "self-contained underwater breathing apparatus." CARC might mean California/American Red Cross to a person with that orientation, but it might also mean California Association for Retarded Citizens. Acronyms must be translatable by all who read your resume. Therefore, list the acronym and then place the title in parentheses after it, e.g., PDK (Phi Delta Kappa) — educational honorary.

Ask yourself: "Will my reader understand this acronym?" For example, would your listing memberships in CSASCD and CERA impress a school board screening your resume for a candidate strong in curriculum and research? Would the acronyms CSASCD tell the board you are active in the California State Association for Supervision and Curriculum and in the California Educational Research Association? Remember, most school board members are not professional educators; to such a person CERA might mean California Equal Rights Amendment. Be absolutely certain your acronyms translate or else explain what they mean.

Rule 5: Use figures (6/8/80) rather than words (June 8, 1980) to show dates. Usually only the month and year are sufficient; however, when completing a federal or school district application, always list the month, day, and year. When placed on the salary schedule and for retirement and seniority purposes, the days may count sufficiently to grant you extra credit for experiences.

Rule 6: Where a space requires information which you do not have, always put in three little dashes (---) to show that you have no information to provide. If the space requires information which is not applicable to you, you can place an "n/a". Leave no space totally blank.

Rule 7: Even if you honestly expect to receive a degree or certificate in the future, do not indicate by your answer that you already have completed it. Things do occasionally go wrong in the granting of degrees and certificates. One correct way to show that you anticipate receiving your degree is to list it like this: (degree/credential title) to be granted (month/year) by (institution).

> M.Ed. in Educational Administration to be granted June 1986 by Urban University, Damptown, CA

Rule 8: If the application requires you to write your philosophy of education or similar statement, first write your statement on another sheet of paper so that you know exactly what to write within the space provided. Make this your personal statement. Do not copy from some other source. Your philosophy is your commitment and your way of working.

Rule 9: Date and Sign the application form where it asks you to do so. Your signature attests that the information you have provided is true and accurate as of that date.

Rule 10: Keep a photocopy of the application form for your file.

Compile Supporting Documents

More and more districts make it a standard practice to request your transcripts, teaching and administrative credentials, and health certificate as a part of the application process. This is a rather recent trend in educational employment, and you should be prepared to provide these documents.

You might consider submitting document *photocopies* for several reasons. First, if you have recently attempted to obtain transcripts, you know it can be a lengthy and expensive process. Some colleges and universities are so understaffed that your request may not be processed for three or more weeks. Then it will cost you three or more dollars per copy. Occasionally the transcripts will be so late in arriving that they may effectively eliminate you from consideration.

Second, it may not be wise to release your original teaching, administrative, and health certificates to a district until that district has offered you the position for which you have applied. So if you don't wish to release your originals — or to be subject to their high costs and possible late arrival — consider photocopying.

Make sure these photocopies are clear. Then ask a Notary Public to imprint the Notary's seal and sign that these are true and accurate copies of the original documents. I don't know of any school district that won't accept notarized copies during the application process, especially if you note that you will provide the official transcripts and credentials if hired.

Like the proverbial Boy Scout, you need to "be prepared." When you decide to be an active applicant, have sets of these supporting documents photocopied and notarized so you will be prepared to comply with requests for them.

Package Application Materials

Usually all of the materials necessary for your application are not submitted at the same time. Therefore, you do not have the problem of packaging your materials. You submit a letter of application. Later you submit an application form and perhaps additional required items. The district usually files all of your materials in a manila folder for ease of handling.

You may, with a little planning, forward all of your application materials at one time, with the exception of the placement file which is forwarded by your placement office. If you decide to package all of your materials — letter of application, resume, application form, and other supporting materials — in a special folder, select a folder that is not slippery. The clear plastic may look good, but it slips and slides and things fall out. If you use a three-ring binder, be certain that the holes you punch do not delete important information or prohibit the binder from opening sufficiently wide so that your materials can be easily read.

As a screener, I object to plastic folders and binders because the materials usually are not in the order I need them for reading. Also, folders and binders add bulk which has to be carted around.

How much supplementary material should be submitted is a question often asked. The question is, however, not "*how much* to send," but "*why* are you planning to send it?" Occasionally a candidate has material which would enhance the application. By all means, send that material. However, do not send everything you have written in the last ten years. Unfortunately, there are applicants who send everything from the school calendar to the bus replacement schedule. Be discriminating and send only those things which are essential to the position for which you are applying.

Word to the wise: If you send materials which you wish to have returned to you, mark that clearly on the materials. Otherwise, you may find your materials have been discarded after the selection has been made. Also, never send original material unless you have a copy in reserve.

A better approach is to avoid a lot of mailing costs. If your resume and letter have helped sell you, you will be interviewed and you can take the supplementary materials to the interview. What you are really doing is offering a portfolio of ideas, reports, and projects to share with the people who interview you. This demonstrates organization, common sense, and salesmanship.

Part 9: Maintaining A Placement File

A Placement File Is Essential

Educational placement is unique among employment sectors for it still uses placement files, whereas business and industry seldom use them. A placement file, often mistakenly referred to as "the credentials," contains personal information which you provide and evaluative statements (letters of recommendation — very seldom letters of condemnation) which you request to have submitted on your behalf.

Because it is almost impossible to obtain an administrative position in the public and private schools without a placement file, it is essential that you have one. Usually this file is established when a person receives the baccalaureate degree or first teaching credential.

If an advanced degree or certificate is obtained from another college or university, the file should be transferred to the new institution. The operating rule is that the file should be maintained at the institution which grants the *highest* degree and/or certificate because that institution should be assisting you in your career advancement. Most placement offices will transfer a copy of the file to another institution; however, regulations vary from institution to institution concerning the transfer of evaluative statements.

To avoid confusion, consolidate all materials at one placement office. Do not send partial files from two institutions!

Confidential or Non-Confidential Files

Federal and state laws establish certain privacy rights. Those laws determine who may read a placement file. Under some circumstances you may not be allowed access to your own file — that is, if you elect to make it confidential. You may also limit who has the right to request release of that file.

Studies which compared confidential and non-confidential statements report no significant differences. Confidential files do not contain more "honest reporting of weaknesses" than non-confidential files. Non-confidential files do not tend to gloss over and praise candidates more often than confidential files. For some reason, perhaps based on past practice, employers in education prefer confidential to non-confidential files.

Personally, I wish all files were non-confidential. I think it is a sad commentary upon education administrators when most administrators feel they can be more honest or that someone else's statement is more honest if it is confidential. If the purpose of evaluation is for growth and improvement as a part of a district's program, the evaluation is automatically non-confidential. The person who is evaluated sees and signs the evaluation and discusses it with the evaluator. Why, then, should evaluative statements submitted for employment purposes be confidential? Think about that a bit.

When you have chosen which type of file you will have — confidential or non-confidential — you should inform people about your choice when you ask them to write on your behalf. Occasionally a person will refuse to write a non-confidential statement, or vice versa. You cannot require any person to write on your behalf; however, most people will be pleased to write and support you.

Select Reference Writers With Care

There are numerous sources for reference or recommendation letters. By all means, include current statements from your superintendent or other supervisors. If possible, obtain a board member statement if the board member knows you well enough to support you without blandness. Occasionally you may wish to add a faculty recommendation if you have completed additional coursework, a new certificate, or degree.

If you have been extensively involved with a professional organization, someone in that group might write for you. Occasionally someone from the office of the State Superintendent of Public Instruction or State Department of Education knows you well and can write effectively for you. Local business people who know and support you as an active citizen of the community and educational leader may write very supportive statements. Think carefully. Ask wisely.

It has not been too many years since no file was complete without a statement from your pastor, your banker, and a neighbor who could attest to your wholesome life. What pastor ever had a sinner in the parish? How many bankers knew well the educators whom they described as "pillars of our community and economically sound administrators and teachers"? What neighbor would ever remember and write anything except glowing comments about the wholesome person next door who was always a neighborhood source of strength and a model for all? It is a pleasure to report that letters from your pastor, your banker, and your neighbor are no longer considered necessary for your file.

When you ask a person to write an evaluative statement for your file, you would be wise to provide a statement of activities or responsibilities, dates of employment, and other information which will help the writer present a clear work picture of you. If you do this tactfully, you provide the basic data which you wish the recommender to write about you. A word of caution, though. Do not give an absolutely identical list to three or four people or they may all end up saying exactly the same thing. Design the information you wish documented so that it fits the writer's relationship to and knowledge of you.

If you have neglected to obtain a statement from a prior supervisor who moved or retired, a personal phone call or letter usually will bring a quick response. A phone call and a "reminder memo" usually will bring a stronger recommendation, because the writer may have forgotten some of the things you have listed. When you complete an internship, you should ask your intern supervisor to write about you immediately after the review of the year's activities while your responsibilities and growth are clear and strong in that person's memory.

Influential Contacts Can Help You

Many books about career planning and career changes mention the value of influential contacts. These contacts may be within your own district or educational service district. They may be members and leaders of your professional associations. They may be members of school boards. They may be faculty members of institutions of higher education or personnel working in placement offices.

Whoever they are, they are people in responsible positions who may be willing to write recommendations and letters in your support. They often will take the time to make a personal phone call to advise you or advance your candidacy.

Influential contacts are usually aware that they have used similar contacts in their progress upward to their present positions, and they may be willing to use their present positions to assist you if you ask. I doubt if anyone has advanced to an influential position without assistance along the way.

Obviously, you should not ask someone to assist you with a recommendation unless that person knows you well enough to support your candidacy. You use these people selectively for those times when you *really* need their support. Never pester them with constant requests for assistance. Too frequent requests for assistance may have a negative effect.

Limit Number Of Recommendation Letters

How many letters should you have in your file? That is a question that begs for an answer, and you may not agree with my recommendation. If a person is a beginner with minimal experience, three to six letters should be sufficient. Those letters should document the teaching experience, extracurricular responsibilities, and the internship as well as any significant other experience. If you are an experienced administrator, your file probably should not exceed ten letters. Any letter beyond ten is probably just stuffing the file.

Usually the letters documenting your teaching experience are removed from your file after you have been an administrator for five years. Most potential employers merely want to know what you taught, and that information is available on your resume and the district application form. You will be hired for your administrative skills and experience rather than for your teaching; teaching statements are not relevant.

The question, "How many letters should you have in your file?" begs another comment. ***It is not necessarily the number of letters but the quality of the letters that is important.*** If you ask people who do not know enough about you and your work to write on your behalf, you may receive some bland statements, and bland statements usually are read as negative statements. Select your writers carefully.

Keep Placement File Up To Date

It is your responsibility to ensure that current evaluative statements are placed in your placement file because only you can determine who will be asked to submit statements to that file. Do not expect the placement office to do this for you.

A thoughtful candidate will request new evaluative statements whenever the immediate supervisor leaves. It is wise to document the completion of a new degree or certificate by asking a professor to write on your behalf. If you have served in a responsible position in a professional organization, document that with a letter from a leader of the organization. At the very least, it is wise to add an evaluative statement to your file every other year to document your employment.

All too often placement personnel are asked to assist individuals with a quick updating of a file that has not had statements added for 10 or more years. Because it is *your* file and *your* career, you should ensure the documentation of it on a regular basis. By all means, invite women and minorities to write and support you. Women and minority administrators and board members like to read that women and minorities have supported your application.

If a candidate submits a placement file that is not up to date, the personal information may be incorrect. Recent degrees, certificates, memberships, and even employment may be missing because you have not considered it important to provide that accurate and current information. If a candidate submits a placement file that does not have current-year letters in it, readers usually wonder why the current year is not documented. If you are truly a serious applicant, you will ensure that your personal information is accurate and at least one current-year letter is in your file.

Ask Placement Center To Assist You

Though the practice will vary from institution to institution, placement centers usually will provide forms you give to those who will write on your behalf. Some placement centers may send the forms for you. Some centers will accept only those statements which are written on their particular forms. Others will accept letterhead stationery.

If a placement center duplicates and mails only six to 10 letters for you, what happens to the many other letters in your file? Most placement centers "retire" old letters by placing them in the back of your file with a notation about the date it was retired and why it was retired. If necessary, a retired letter can always be retrieved and duplicated and mailed at your request.

One final idea about asking people to write for you. Select people who know you well, like what you are doing, and write well. A poorly written letter, or a hastily scribbled one, raises a question in the mind of the reader about the writer and the candidate. Because of spiraling costs and reduced budgets, few placement centers retype letters submitted for you.

Most placement centers have professional staff who will review your placement file with you. If your file is non-confidential, these staff members will usually let you read it and may even provide a copy for you. If your file is confidential, they will usually summarize the contents by telling you the names of the persons whose letters are in your file, the dates of the letters, and comments about work experience mentioned in them. Usually, they will not speak about the content of the comments.

Be Aware Of Recent Recommendation/ Reference Trends

Within the past three years a markedly increased number of districts are asking for references from people who are not in a supervisory position over you. Districts want to know what your peers think about you, what people who report to you think about you, and what community members and students think about you. They still seek references from people to whom you report, but they also seek these additional references because they provide a broader picture of you as an administrator.

At the building level, it is not uncommon for an application to require that you list a peer administrator, a counselor, and a teacher as references. You may also be asked to list a reference from a school support group such as the Parent-Teacher Association or Band Parents.

At the central office and superintendent level, applications often require you to list a central office administrator, and elementary and secondary administrator, and a classified employee as references. One or more school board member references may also be required.

Obviously, when such requests are made, the districts want to question these references about your administrative style, your personal relationships and human skills, general knowledge, and a host of other items. These are the same types of questions which have been asked of people who supervise you, and they are looking for the match in responses from supervisors and supervised.

Select these references with the same care that you would a person whom you plan to hire. Be absolutely certain that these people are willing to serve as references, know what you do, and know what you are applying to do.

Please note that these requests for references are *in addition* to the information available in your placement file. When you list these names, you probably should not duplicate too many of the people who have written on your behalf and already have statements on file.

If You Don't Have A Placement File

There are administrative candidates who, for any number of reasons, may not have a placement file at an educational institution. If you are one of them, probably the best thing for you to do is to affiliate with an institution which will grant placement file services to you. An institution usually will require that you complete a degree or certificate program or a minimum number of credits in order to be eligible for services. Shop around to learn what services might be available to you.

If you determine that no institutional placement file service is reasonably available to you, you should establish your own portfolio and hope that it will be acceptable to employers. A portfolio, sometimes called a dossier, is a collection of materials which you keep about yourself; in fact, it is a non-institutional placement file.

Your portfolio should include statements from past employers, professors, professional organization leaders, community members, and others who know and can support your application. You may also wish to include notarized copies of your transcripts and credentials.

Your portfolio should have a readily identifiable introduction to you, perhaps your name. You duplicate and mail it yourself. Obviously, your portfolio is a non-confidential item for you have access to all of the materials in it.

Always be certain to retain the original copies of letters and other documents and mail only photocopies. Also, because portfolios are not normally used in educational placement, you should explain briefly in your letter of application *why* you are submitting a portfolio rather than a placement file.

If you pursue this process, be certain that you maintain excellent communication with your references and that they are aware of your job search hopes. In the educational job search process, you are an "oddity." However, you are not "out of the action," especially if your references can be contacted by phone or letter.

Because of the present importance placed upon placement files, you may wish to affiliate with an institution and establish a placement file as soon as possible. In the meantime, you are on your own.

Part 10: Surviving The Screening Process

How Non-Superintendent Applications Are Screened

Each district develops its own method for advertising, screening, and interviewing applicants for administrative positions. It has not been too many years since almost all administrative positions were single-screened, i.e., the superintendent usually did it all. Improved personnel courses in educational administration and affirmative action guidelines have been two powerful factors in changing district methods for administrative selection, and other factors could be listed.

Most districts today establish an in-house screening committee which may help with the development of criteria, questions to be asked during interviews, procedures to be followed, etc. Usually these committees consist of administrators and teachers and may include parents and school boards. A few districts include students on the interview committees.

Some districts have candidates view teaching films and write evaluative reports of the teaching and comment about possible ways to improve instruction. Some districts ask candidates to write answers to questions, either to be submitted with the application form or at the time of the interview. Obviously, the district is looking for writing skills as well as for the answers to the questions. Candidates with minimal writing skills usually stumble at this point and drop out of contention.

Some districts have final candidates meet only with an interview team for a group interview; other districts may prefer to have finalists meet individually with the team members and never speak to a group. Some districts have finalists spend some time in a building or office observing and interacting with staff and students. The variations are many, but they all include being able to communicate well orally and in writing.

How Superintendent Applications Are Screened

Anyone who wishes to become involved in the superintendent screening process, other than for the experience of doing it once or twice, should be willing to live with the knowledge that screeners may not have very many real friends. The screeners usually end up with one great friend — the person who got the position. They may also end up with four or five good friends — the people who were interviewed but not hired. They may also end up with a number of people who dislike the work that was done in screening or who may accuse them of playing favorites.

When screeners do their work honestly, and I truly believe they usually do, they screen against criteria and qualifications developed and approved by a school board for the particular district and its superintendent. Objective criteria, e.g., "holds valid or is eligible for California Professional Administrative Services Credential" and "has been a building level administrator" are easy to screen against because the candidate has provided that information.

Subjective criteria are far more difficult to screen against and would include items like these:

- works well with people of all ages and ethnic and socioeconomic backgrounds
- is creative in leadership
- maintains dignity and integrity under pressure
- exudes confidence
- exhibits good physical and mental health
- is accountable and holds others accountable

The screeners are provided with the district's criteria and the material you have submitted for your application — letter, resume, application form, placement file, and perhaps supplementary materials. That material is carefully read to form a general impression of you as an applicant and for a specific check against the criteria. As in district level screening, usually one or more of the screeners may know you personally or know about you through others.

Each screener marks you against the criteria. After the reading is completed on all candidates, candidates who obviously do not qualify are dropped from consideration. Follow-up phone calls are made to gather further information about candidates who seem to meet the criteria but about whom more information is needed.

Bit by bit the applicant pool narrows down to a few who fit the position and a very few who seem to fit the position very well. Usually this is a group of four to six candidates whom the screeners will refer to the school board as the best candidates for their superintendency and an additional group of three to six whom the board should consider. These names are presented to the board; generally, all of the materials which have been submitted by all candidates are returned to the school board so members may peruse all the materials.

Whoever reports the screening results to the school board has the responsibility of fairly and accurately presenting all of the candidates. Occasionally a school board will request a report on each candidate. Usually, to save time, the board is interested in a sampling of non-recommended candidates and as much information as possible about the top candidates.

The school board has the option of accepting the screening recommendations, of rejecting one or more candidates, or adding candidates from the pool for an interview. The candidates have been reviewed against the screening criteria, and the school board is urged to keep those criteria in mind as they read the materials and interact in the interviews.

Usually screeners will refer an in-district candidate to the school board for interview if the candidate meets the criteria, even though that candidate may not be among the top group. In essence this is a courtesy interview unless the school board is seriously interested in the in-district candidate. Occasionally it is one of those "games people play."

Who Screens Superintendent Applications?

School board members take seriously their legal responsibility to hire a superintendent of schools. In fact, boards are counselled that this is among their most important rights and responsibilities.

It is because this is such a heavy responsibility that boards often seek assistance with the selection process. They may need to know how to establish timeliness and selection criteria. They may also need help in developing interview questions; proper interviewing procedures; paper screening and referral of top candidates; contractual relations; and assisting the new superintendent to take over smoothly.

California boards frequently use the consulting services of California School Boards Association and other for-a-fee superintendent search services. A list of such services is in Appendix C.

Whether or not the board turns to a consultant, few boards act totally on their own when they fill a vacancy. Some boards work with their departing/retiring superintendent who serves as the consultant to the screening process; occasionally, a school board will select a consultant group not connected with education.

If You Are A Doctoral Candidate

Though this might be a myth, it seems that candidates who are applying for administrative positions and are working toward a doctorate often do not get positions for which they feel especially well prepared.

Why is this? It may be that these candidates are so involved in their doctoral work that they do not adequately prepare their applications or for interviews. It may be that the candidates place greater value upon the doctoral program than do the screeners. It might be, too, that employers occasionally feel a doctoral candidate will not have the time and energy to produce 100 percent in the new position and still carry out the requirements for completing the doctorate.

If you find yourself in this position, you must be prepared to discuss openly with a prospective employer how you would manage your work and academic schedule if hired for the position. If you are the person the district really wants to hire, most districts will permit occasional absences to meet with your advisors and complete coursework.

At some point, you should talk with your faculty advisor about your job search. Chances are the faculty advisor will be contacted for a reference. It will pay dividends if you have already discussed how a new job might alter your plans for completing the doctoral program.

Writing As A Screening Requirement

Some districts require candidates to submit written answers to specific questions as a part of the initial application. Others screen the initial application materials and then invite the applicants who meet the criteria to write answers to questions and possibly participate in simulation exercises.

Whatever the procedure, at some point you will probably be asked to write. The readers will be interested in not only the content of your answers, but also in your writing style and skill. Creative spelling and punctuation will not gain you points. Creative thinking — the way you perceive and respond to the questions — probably will get you points, especially if you spell and punctuate correctly and use correct grammar. Be prepared in a later interview to discuss your answers to the questions.

If you are invited to a district to write and you do not spell well, you might ask if you may take a dictionary with you. Though you are admitting a weakness, you are also exhibiting good sense in recognizing the weakness and doing something about it. If you know you do not write well, you might consider enrolling in a community college course in basic writing skills. If nothing else happens, you will at least appreciate the fact that other adults also have writing skills problems.

If you wish to work alone on improving your writing skills, you might borrow some language arts texts from grades three through eight and work the exercises. If you borrow the teacher's guide, you can check your responses. Or you might find someone who could assess your skill problems, design materials for you, and work with you to eliminate your errors.

Innovative Screening Techniques

Some districts have instituted new ways to screen administrative job applicants. One California district, for example, uses a comprehensive school assessment center where candidates solve a battery of real-life problems, perform exercises, write essays and take part in videotaped group discussions, speeches and interviews.

Both the specially-trained assessors and the job candidates report success with the program — they especially seem to prefer videotaping to the tension of live observation. The assessors can review and discuss the videotape together and as often as necessary. Both assessors and the candidates find the camera a more reliable observer than the notes of one harried assessor trying to accurately report back to the rest of the assessment team.

Practicing before a video camera before your assessment will help make you comfortable with this technique — which is likely to become even more widely used as the technology becomes available and school districts become more familiar with it.

Part 11: Interviewing Successfully

Expect Common Interview Elements

Though you probably have had a number of interviews during your educational and collegiate years, you may remember them as being only slightly anxiety laden or perhaps totally terror laden or simply an interesting game. You may also remember that no two interviews were exactly the same though they were similar. What you should realize is that there is no standard interview format that every district uses; however, there are common elements which run through all of them:

1. You meet people.
2. The people ask you questions.
3. You answer the questions.
4. You probably will visit a building or buildings.
5. At the end of the interview, you are told when to expect further information about your candidacy.

Actually, this list of common elements oversimplifies the interview process because it ignores the dynamics of interplay between the interviewee and the interviewer(s). It also ignores the fact that after the interview you suddenly remember a better way to answer most of the questions you were asked during the interview.

Be Prepared To Sell Yourself

Interviewing is a two-way process of selling and buying. Although the emphasis apparently is upon the interviewee who is selling his or her candidacy, there are actually two buyers and two sellers. Both the interviewee and the interviewers are forming perceptions and deciding whether or not to offer and/or accept the position. The district has a position to sell and wants to buy (contract) the best possible person for that position. The candidate has education, experience, and personal qualities to sell and wants to buy (accept) the best position.

As the candidate who is being interviewed, you cannot appear too nervous, ill at ease, unprepared, blasé, naive, or overly confident. Somehow you must present the idea that you understand theory and are a practical person who can apply that theory to actual situations in an educational setting. You must somehow project a bit of humbleness without appearing too humble. You have to put negative ideas out of your mind and focus on the positive things you have to offer. During that half-hour to two or more hours interview you must project the following impressions:

1. *You really want the position. You're hungry for it but not starved.*
2. *You have the education, experience, and personal qualities for the position.*
3. *You have assessed your strengths and weaknesses and can discuss them confidently.*
4. *You have excellent potential and are the best of all candidates.*

Hungry applicants know what they can do and what they want to do. Starved candidates just want any job. Your interview behavior and your answers will tell the interviewers whether you are hungry or starved.

If you are asked with which aspect of the position you might have the most difficulty, consider a response like this:

> "I am confident enough to feel that I can learn the job and that any weaknesses which are noted by me or my supervisor will be discussed and action taken to correct them. That is how I operate."

If we are honest with ourselves, most of us know there is something which is least appealing to us and which we do not like to spend a lot of time doing. For me that happens to be budgeting. Because I know this, when I'm writing an application letter, I might state: "If more than ten percent of the time must be spent on budgeting, please give my application no further consideration."

Invariably, signaling that personal limitation (actually it is a dislike, but a dislike with which I can live) has become a point for discussion during interviews, but it has never kept me from consideration when all other factors matched. Because I know I will be asked about budgeting, I have always gone to interviews prepared to discuss budgeting procedures and my involvement in them so that my familiarity with the process is evident. I get to prove that a dislike is not a total weakness. I *can* work with budgets, although I don't find it the most joyous part of any administrative position.

First Impressions Make A Difference

Experts tell us that the first three to five minutes of contact during an interview may be the most important. Often they determine how we will be perceived throughout the interview. Knowing this it behooves us to present ourselves in the most positive way possible. We do this by being well-groomed (and that includes wearing a smile), by being well-prepared and by maintaining good eye contact.

Eye contact is an important factor in any interview, but be aware that not only can you underdo it, you can also overdo it. If you fail to look at the interviewer, he or she wonders about the truth of your statements or about your nervousness. However, if you lock eyes with the interviewer, you may appear over-aggressive or make the person uncomfortable.

In a group interview, it is probably best to respond to and establish eye contact with the person who asks the question. However, don't ignore the others in the group. Incidentally, don't look at the ceiling for the answer; the answer to an interview question has never appeared on the ceiling!

Discuss Your Strengths And Weaknesses Confidently

If asked, you can talk about your strengths from experience and not sound too egotistical, especially if you sprinkle "we's" among the "I's." If you have really prepared for the interview, you can speak to some of the qualifications listed in the vacancy announcement as your particular strengths. You are prepared to talk about this new position and why you feel confident that you can fill that position in an outstanding manner.

You can talk about your weaknesses without embarrassment because you know what they are and what you are doing to eliminate them. Obviously, it would be unwise to give as a weakness one of the required qualifications or skills, such as a budgeting weakness if you are being interviewed for a business manager position. Use good sense by selecting a weakness that will do you the least damage; however, don't oversell yourself so that you end up with a position for which you really are not qualified. Don't mention so many weaknesses that you undersell your potential, either.

If you have never held a position exactly like the one for which you are being interviewed, you may choose to indicate that as a weakness. If you do, immediately follow-up that admission with comments about your confidence that you can do the job because you have completed an internship, have observed and/or participated as an administrator, and are certificated for the position.

Be Aware Of Common Discriminators

The law prohibits discrimination based on race, age, sex, religion, place or origin of birth, handicap, and marital or parental status. Most employers are sensitive to the law and take extreme care not to discriminate against job applicants. However, you should be aware of the following possible discriminators:

- *Grooming and Dress*

Today mid-length hair is in; long hair and crew cuts for males seem almost out of place. Beards and moustaches, when of reasonable length and well groomed, present little problem in the employment market.

Pantsuits, once the sight of a "liberated woman" and almost as stigmatized in education as the mini-skirt, are no great topic of conversation. A male may be warned, "That's a tie district," which means that males wear ties on duty in that district. Fortunately, however, we seem to have worked through some of our hangups about these areas. As long as candidates present themselves as well-groomed and personable people, there is some freedom of dress and appearance.

- *Age*

Unfortunately, age is probably the single most common discriminator. Stereotypic thinking says that a young person lacks sufficient experience to do the job. It also says that a more mature person might not have the energy to do the job or, worse yet, might retire on the job and draw a salary for minimal effort.

How one feels about and projects those feelings about his or her age can help overcome age discrimination. President Reagan politely killed the topic of his age and opened questions about Walter Mondale's experience during the second Presidential debate in 1984. If Reagan at age 73 could turn the age idea around, so can you!

- *Weight*

Weight is another possible discriminator. If you plan to be a winner in the job market, you should assess your weight and appearance *candidly*. If you need to lose weight in order to appear more youthful and vigorous, this should probably become a high priority goal.

I've often mentioned the importance of losing weight as that extra little touch a candidate might consider. So I guess I deserved a recent comment from a friend who said, "I see you've lost weight. Are you looking for a job?"

Hosting A Potential Employer

If you are applying for a superintendency, you should realize that some hiring school boards or their representatives will wish to visit your district to check you out before making a final offer of employment. Such a visit seldom occurs below the superintendent level, but it could.

School boards and other district representatives should *not* visit your district without first alerting you to the date, time of arrival, length of visit, who will be visiting, and any specific questions they wish to pursue in your district. Usually such a visit will be discussed during an interview. The purpose of the visit is to see you in your work setting and to talk with school board members, faculty and staff, and community members who have been working with you.

Usually the visiting board members will invite you to set up a visitation schedule which will permit them to get the flavor of your administrative style and potential. They may ask to meet with selected personnel on a one-to-one basis, or they may wish to meet with these people in group sessions. They may ask you to arrange overnight lodging if their travel requires it. They may also ask you to meet with them at the end of their visit for an additional interview and discussion of contract.

If you are the superintendent, you should immediately notify your present school board about the visit. If you hold a position below the superintendency, you should tell your superior about the visit and request permission to arrange the requested meetings.

Activities should continue as normally as possible during this visit so that the visiting board can see you and your district/building in operation. However, these visits can be a bit stilted. Be certain that your buildings and grounds are in excellent condition, or as excellent as possible; the first impression the visitors will get is what they see of those buildings and grounds.

Such a visit can be helpful if you are hired. On the other hand, it can be a bit damaging if you are visited but not hired. Whatever the outcome of this visit, be absolutely certain to thank all the district and community personnel who take the time to visit with the hiring board.

Part 12: Critical Factors During Interview

Critical Factors Which May Screen You Out During An Interview

Though there are any number of reasons why a person may not obtain a position, the following have been consistently reported as factors which screen out candidates:

1. Poor grammar.
2. An unprofessional appearance; inappropriate clothing or grooming.
3. Excessive smoking during the interview.
4. Being unprepared to deal realistically with district problems.
5. Talking about a present position rather than the one being interviewed for.
6. Body language that doesn't agree with words.
7. Poor eye contact.
8. Coming on too strong or not being assertive enough.
9. Not doing sufficient homework to know about the district and the position.
10. Knowing one or two members of the interview team and focusing on them rather than on the total team.
11. Being unable to deal honestly with past troubles as an administrator; having no ideas about how to avoid these problems in the future.
12. Talking non-stop; practicing overkill with too many examples and theories for each question. Interviewers never get to ask many of their questions.
13. Having no questions to ask the interviewers; being surprised that candidates could ask questions.
14. Ordering a double when offered a drink with dinner.
15. Atrocious table manners.
16. Answering questions with "yes" or "no" but not being able to explain why "yes" or why "no."

Part 13: Moving On

How Long Must You Stay In A Position?

"What is the amount of time I must spend in a position?" and "How long is too long in a position?" are two almost unanswerable questions; there is no absolute rule of thumb for either.

There is no magic number of years that a person must stay in a position, but three years seems to be the most common "minimum number of years." If you stay in a position for three years, you have proved to yourself and the job market that you could accept a job and work successfully at it. You have been able to instigate some new programs and carry them through to fruition. You have proved your stability. You have proved that you have been able to handle that position successfully and you have developed new skills and are ready for the next move.

We all know someone who was promoted to a larger or higher position after only one or two years, but those moves are the exception rather than the rule. Those people, too, tend to have received in-district promotions rather than moves across district lines or they had some unique quality the district wanted.

People who move every year or two become known as "job hoppers." After a series of one- or two-year stands, a question is raised about the stability of those people. Are they people who sell themselves well in an interview but not able to produce on the job? Is that why they move so often? Do they have difficulties with staff relations, or are they movers and shakers who get in and rile things up and move on? A series of quick in-district moves is not viewed the same way that district-to-district moves are viewed.

At the opposite end of the time scale is the person who has been in one district for many years. The person may have received a series of promotions and finally decide to move on to other challenges in another district. At that time, the person has the challenge of showing that those in-district promotions were valid and that his or her skills will prove valuable to other districts, too. If, however, the person has held one position in a district for a number of years, the move may be more difficult. Why has the person been so content to stay so long in one job? Did the person lack drive to move onward and upward?

Whether your desire to move is from a short- or long-term position, you must be able to answer why you wish to move and prove how you qualify for the position for which you are applying. Time will be less of a problem for you if you have all the qualifications and meet all of the criteria the new position requires. Be certain you can tell yourself, "If I make this move after so short a time in this position, I will be willing to put roots down for awhile and avoid the job hopper label."

Writing Letters Of Resignation

When you leave a district for any reason — to accept other employment, to retire, or to search for new employment because you have been released — it is wise to write a letter of resignation. Putting your resignation in writing marks you as a professional.

All you really *need* to state in a letter of resignation is that you are leaving effective a certain date. However, you might wish to consider adding a few positive strokes. For example, you might note different positions you have held and that you appreciate the opportunities for growth which you enjoyed. Or you might note specific experiences which you recall with special pleasure or people who have been especially helpful to you in your development. At a later date anyone who refers to your personnel file in that district will read these thoughtful expressions and see you in a positive light.

If you resign under pressure or due to contract termination and conflict, you may be tempted to write a scorching resignation letter. Unfortunately, such letters are long-remembered and tend to work against you. Words of anger do not necessarily become less volatile with the passage of time. If you are so angry that you just have to write such a scorching letter, go ahead. Then immediately burn that letter and write anc submit a more reasonable one.

Part 14: Negotiating Your Contract

How Superintendents Negotiate

Almost all superintendent positions are listed with either a minimum salary or with the comment that "Salary is competitive and dependent upon education and experience." A board which lists a salary in the latter way has probably looked at the range of salaries paid to superintendents of districts of similar size. It has then established a range within which it will pay. If you do not know what that range is, obtain a copy of the current survey of Salaries and Wages in California Public Schools, available from Association of California School Administrators' Foundation for Educational Administration.

Many superintendents fail to negotiate during the search for their first superintendency. A superintendent applicant should consider the salary and fringe benefits as a total package and be willing to negotiate with the board. Remember that the time to negotiate is *after* the board has said it wants *you*. If the board has decided you are the top candidate, you are in a much stronger position to negotiate a competitive contract. Among the negotiable items are:

- length of initial contract
- number of vacation days
- insurance
- annuity programs
- use of district vehicle
- relocation funds
- professional dues
- travel to professional meetings
- contract renewal rights
- physical examination costs
- right to perform out-of-district activities for money

Occasionally a board will offer a contract and the candidate will counter with a salary and fringe benefits package request which is too expensive for the board. Because some boards are not well versed in negotiating, it is advisable to lead the board through the negotiations process. This process is a give and take and compromise in most superintendent contract negotiations.

A candidate should never underestimate personal growth. Ask for what seems to be a reasonable salary based upon your education and experience and be willing to negotiate.

Your contract should be negotiated in a closed sessions with all the board members and should only be considered resolved when all issues are agreed upon. Contracts should not be negotiated by phone because too many questions may be left unanswered and misunderstandings may develop.

If a district does not use ACSA/AASA type contracts, it is to your advantage to suggest a contract which permits the outlining of your total salary and benefits package. Your contract should also include information about how and when the board will evaluate you for extension of contract and increase in salary.

Occasionally a candidate will believe that the negotiations are still underway, but the board is actually negotiating with another candidate. Somehow the board and the first candidate have failed to communicate. Such lack of communication presents problems for both the candidate and the board. Be certain that you and the board understand where you are in the process at all times.

If you find you cannot negotiate what appears to you to be a reasonable contract, and if the board cannot meet your requests, then you must either accept the lesser contract or notify the board that you are withdrawing from further negotiations. That frees the board to move to another candidate, and it frees you to look elsewhere.

If a consultant is working with the board, you may talk with the consultant about your negotiations, but the actual negotiation process is a personal matter between you and the board.

How Other Administrators Negotiate

Administrators below the superintendent level usually find that a position has been listed with a specific salary range dependent upon education and experience. There is usually little to negotiate either in salary or fringe benefits other than what is available to all other administrators. The district probably will not pay in excess of the top of the determined salary range.

It may be difficult for administrative candidates to accept the idea that they may actually make less money *per day* for their initial administrative position than they made as teachers. Though the total salary may be larger, the extended contract may actually result in a smaller *per day* salary. Administrative candidates may take advanced positions but find that the salary represents a parallel move or even a reduction. A candidate should carefully consider these salary realities before applying for a position.

Part 15: Reaching Your Goal

Asking For Feedback If You Don't Get The Job

If you have applied and applied and have never been invited to interview, you have every right to ask yourself and others how to improve your candidacy. If you ask yourself first, you may not need to ask anyone else. You may realize you did not write a good application letter or were late submitting your application or did not quite fit the qualifications for the position.

If, however, you fit the description, you may sometimes obtain helpful information from the superintendent or director of personnel of the district to which you applied. If you have applied at the superintendent level, you may ask one of the members of the screening committee.

If you ask for this type of information, remember that the person is responding to your request and wants to assist you. Our perceptions of ourselves and the perceptions others have of us may not match. When a weakness is recognized by others but not by us, we are in trouble. If something is stated that makes you angry or hurts your feelings, control your emotions. Getting angry at the person who is trying to help you will not impress that person or solve your problem.

If you have an obvious weakness that is keeping you out of the winner's circle, then your challenge is to eliminate that weakness or to mask and play it down so that you can sell your strengths. Occasionally the person who is giving you information may have some ideas about how to eliminate a weakness, but don't count on it. Recognizing a weakness is a lot easier than prescribing for it.

Who Gets The Jobs? The Hungry Applicants Do!

Hungry applicants are those who have decided they are ready for the next career move. They have prepared themselves with degrees, credentials, and experience that makes them marketable. They actively pursue those positions which they feel are logical next steps and pursue them with a wit and vigor that helps them land the jobs. Hungry applicants do the following:

- Prepare resumes that sell their experience, education, and personal qualities.
- Review their placement files and ensure that they are current and include information vital to the job search.
- Apply before the final deadline.
- Phone to ensure that all application materials have been received.
- Learn all they can about the district and the position for which they are applying so that all materials and interview preparation focus on that particular position.
- Notify their influential contacts that they are on the job market and request permission to list them as references.
- Remain buoyant and optimistic in spite of no interviews or disappointing interviews.
- Develop realistic expectations about their chances in the job market they have chosen to pursue.
- Broaden their application base so they go where the jobs *are* rather than just where they want to live.

If the goal is reasonable and the commitment is strong, most candidates will leap over the hurdles and jump through the hoops necessary to obtain that goal. Hungry applicants leap over the hurdles and jump through the hoops with smiles on their faces. They have interview smarts . . . and *THE HUNGRY CANDIDATES GET THE JOBS!*

Next Year You Are Going To Be A Winner Because . . .

Many candidates for administrative positions do not obtain positions the first year they apply. They may meet competition that "swamps them out." They may have major gaps in their education and/or experience. Or they may lack "interview smarts."

If you consistently meet competition that swamps you out, you probably are applying where many other qualified applicants also want the same jobs. You might consider broadening your location horizons; apply in rural districts where the volume of applications is usually smaller than in urban areas. For a number of years the urban white male lament has been, "I can't compete against women and minorities who are getting the positions in urban areas." However, few males have left the urban areas to pursue employment elsewhere.

If you have major gaps in your education, you can arrange to take the coursework; however, coursework may be costly and difficult to fit into your schedule. If lack of experience is the problem, you can ask your district to help you gain experience through volunteering to serve on committees, doing an additional internship for individual study credit, or setting up some other arrangement.

Lack of involvement with budgeting and extra-curricular activities has been a stumbling block for many secondary school applicants. If involvement cannot be arranged, you can always "informational interview" people responsible for these activities or for any others you need to know more about. You won't get the work experience, but you will get a talking knowledge that may be sufficient to sell you.

If you do any of these things to improve your marketability, document it in your placement file with new evaluative statements which note the activities. Highlight this information in your new resume and letters of application.

SOME FINAL THOUGHTS

- Before you sign a contract with another district, be sure you can be released from your present contract.
- When you are negotiating a new position in a new district, do not submit a letter of resignation from your current position until you have signed the contract for the new position.
- If you are an applicant for a superintendency, *never* contact a member of the school board until a board member or the person responsible for screening the applications clears you to do so. You may, however, contact a consultant to ensure that all of your application materials have been received or to ask about special qualifications and criteria.
- If you are married, always talk it over with your spouse and family before you apply.
- If you are not familiar with a district to which you are applying, take time to visit the community. Ask about the schools at a gas station, bank, cafe, etc. Read the community newspaper. Talk with your placement personnel for further information.
- When you are notified that you are a finalist, you should immediately notify your supervisor and other references so they can be prepared to respond to questions about you. If possible, explain what the position is, why you are interested in it, and why you feel you are qualified. Such conversations will help your references sell you to the people who check your references.
- If you are not selected after you have been interviewed, send a personal thank-you note to the school board or to the person in charge of your interview. Such a note helps sell you as a person of quality. Undoubtedly the people disliked not choosing you as much as you disliked not being chosen.

Appendix A

Sample Resumes And Comments

The resumes presented here are for your information only. They represent a variety of presentations. After each resume, commentary has been added which points out especially good or weak points. The comments reflect the bias of the author who reads hundreds of resumes each year.

Resume format is important. The manner in which information is presented in a logical or illogical order is important. The general appearance of the resume — neat or messy, correctly spelled or misspelled, white paper or brightly colored paper — reflect on the person that resume represents.

The information presented in the section titled "Resumes" should be of help to you. How you use that information to prepare your own resume is up to you. Work your resume over and over until it tells a maximum of important information about you in the most logical order possible and with the best possible appearance.

RESUME OF	Edward J. "Slugger" Crown	6/18/86
PERSONAL DATA:	Residence Address:	1661 Tiara Drive Royal, CA 00000
	Telephone:	Home: 503 555 1234 Work: 503 555 2341
	Health:	Excellent, minor vision correction
	Marital Status:	Married in 1965 to Lacy Fern Grove
	Children:	Jack, 5 and Jill, 4 (one due soon)
	Birthdate:	April 13, 1948
PROFESSIONAL EXPERIENCE:	1982 to present	Business Manager Prince Sch. Dist., Windy, CA
	1980-82	Principal, Duke High School Prince Sch. Dist., Windy, CA
	1975-80	Assistant Principal, Duke High Prince Sch. Dist., Windy, CA
CERTIFICATION:	1984	Professional Administrative Services Credential Country College, Dry, CA
	1979	General Principal Credential Country College, Dry, CA
	1975	Secondary Principal Credential Country College, Dry, CA
EDUCATION DEGREES:	1975	M.Ed. in Educational Administration Country College, Dry, CA
	1969	B.A. in History and Anthropology Central State College, Windy, CA
MEMBERSHIPS: (Professional)		ACSA, CASE, AASA and NEA Life
PROFESSIONAL AWARDS & HONORS		High Scholarship List two quarters Most Improved Lineman senior year
REFERENCES:		Available on request

Comments Re: Edward J. "Slugger" Crown

- The use of his nickname gives "Slugger" a poor start in the application game unless he is so well known by that name that all else is unimportant.
- The personal data tells more than is necessary. The "minor vision correction" under *health* may raise a question about the possibility of later more serious vision problems. Slugger may love Lacy Fern Grove and be pleased as punch that he has two children and another one on the way; however, names of spouse and children are not vital to a resume.
- The professional experience could have been enhanced by including information about the size of the budget, other responsibilities, student enrollment, etc. Because all of Slugger's experience has been in one district, he could have made the in-district promotions clearer by listing each position under one district name.
- Did you note that teaching experience is omitted from the resume? Regardless of the position being applied for, screeners want to know what the teaching experience base is.
- All certificates have been issued by the same college; therefore, it would have been simple to list the college once and then the degrees.
- The memberships are understandable only to people who know the acronyms. Also, they have been run in a straight line, probably to save space. None stand out.
- The professional awards and honors are not really professional unless Slugger was a lineman with a professional football team. The reader is uncertain whether the high scholarship and lineman awards were from senior high or college. Also, they are rather minimal and may lead a reader to believe that Slugger is an "also ran" who has seldom been singled out for leadership or honors.
- The format is interesting. However, the center column may force us to focus upon the string of years rather than the information we need which is in the third column. Also note that blank blocks occur because no dates or other information has been placed in the center column for the last two articles.
- References are available upon request. Do we request them from Slugger? Or do we assume he has a file at Central College where he completed his first degree or at Country College where he completed his graduate study?

ROBERT JAMES	BIRTHDATE — May 15, 1945 3 YEARS MILITARY SERVICE 1965-1968
PERSONAL:	MARRIED IN 1969; WIFE IRENE IS A REGISTERED NURSE TWO SONS — CAIN, BIRTHDATE DECEMBER 15, 1970 ABEL, BIRTHDATE AUGUST 13, 1973
EDUCATION:	UNDERGRADUATE STUDY: MIDDLE EASTERN CALIFORNIA COLLEGE — B.A. IN EDUCATION — 1971 GRADUATE STUDY: B.A. M.ED. MIDDLE EASTERN CALIFORNIA COLLEGE — M.ED. — 1975 URBAN UNIVERSITY — PH.D. 1985
CERTIFICATES:	TEACHING CERTIFICATE — CALIFORNIA STANDARD GENERAL PRINCIPALS' CERTIFICATE — CALIFORNIA STANDARD
PROFESSIONAL EXPERIENCE:	BASIC SCHOOL DISTRICT — BASIC, CALIFORNIA TEACHER: GRADE 4 (1971-72) ITSAKOOL SCHOOL DISTRICT — BERING, ALASKA TEACHER: GRADE 6 (1972-74) TEACHER: SPECIAL EDUCATION (1974-80) PRINCIPAL AREA SPECIAL SCHOOL (1980-81) MIDDLE EASTERN CALIFORNIA COLLEGE — MARTHA, CALIFORNIA LECTURER (SUMMERS 1975 and 1976) URBAN UNIVERSITY — DAMPTOWN, CALIFORNIA TEACHING ASSISTANT (1981-82) PEACH SCHOOL DISTRICT — HALE, CALIFORNIA ADMINISTRATIVE ASSISTANT (1982-84) WINESAP SCHOOL DISTRICT — APPLE, CALIFORNIA SUPERINTENDENT (1985 TO DATE)
MAJOR RESPONSIBILITIES:	JOB Evaluate administrators and classified department heads Develop district budget based on needs identified by the board, staff, and patrons of the district Develop goals and programs for the district through extensive use of citizen committees Coordinate extensive public relations program Serve as board secretary
PLACEMENT FILE:	AVAILABLE UPON REQUEST FROM THE OFFICE OF CAREER PLANNING AND PLACEMENT OF URBAN UNIVERSITY, DAMPTOWN, CA, 99999

Comments Re: Robert James

- This candidate might be a bit difficult to track down because he has not provided a home or office address or telephone.
- Using all capital letters may cause a problem for some readers. Notice how the eye is suddenly forced to read small print which runs together under the major job responsibilities.

Also, the format could have been improved by the use of underlining for job titles and by using bullets to note the different items listed under responsibilities. The latter all seem to run together, but actually Dr. James has highlighted five items by starting them with capital letters.

- The various job titles are not totally clear. What did he do as principal of the area special school? May we assume that it was a special education school, or did it also serve the gifted and physically handicapped? What did he teach as a lecturer and as a teaching assistant? It might help sell him to list the course titles. His responsibilities as an administrative assistant at the Peach School District are not clear. Just a few words would have improved this section.
- Reverse chronological order was not used in presenting degrees or work.
- Dr. James' personal information is interesting because he lists his birthdate and military service by his name and then lists his family as a separate section. He would be better off either not listing this information at all or listing it at the end of the resume.

RESUME
DAVID DUNSMORE

123 Treaty Way Lane 909 123-4567 Alpine, Utah 87654

EDUCATION:

1979 — *	Doctoral Studies	University of Utah
1970	Post Masters Studies	Boise State University
1967	Master of Education	University of Idaho
1964	Standard Teaching Certificate	University of Utah
1960	B.S. in Education and History	University of Idaho
1952	Diploma of High School Graduation	Caldwell High, Caldwell, Idaho

*in process and hope to finish it in 1982 or 1983

PROFESSIONAL EXPERIENCE:

Administration:

Superintendent	Wyler, Idaho	1979 to present date
Superintendent	Winona, Utah	1977 to 1979
High School Principal	Winona, Utah	1974 to 1977
Junior/Senior High Principal	Tenmile, Idaho	1972 to 1974
Counselor/Football Coach	Wooster, Idaho	1971 to 1972
Football Coach/History Teacher	Wooster, Idaho	1970 to 1971
Football Coach/History Teacher	Monad, Utah	1968 to 1970
Coach — All Sports/History Teacher	Tyler, Utah	1965 to 1968
Coach — All Sports/Math Teacher	Minuet, Utah	1963 to 1965
Coach and High School Teacher	Prosper, Utah	1962 to 1963
Coach and Junior-Senior High Teacher	Moore, Idaho	1960 to 1962

ADDITIONAL PROFESSIONAL EXPERIENCES:

As a doctoral student:
- ** aided school boards considering consolidation of small districts
- ** advised school boards about remodeling and energy conservation programs
- ** rewrote policy manuals for ten (10) school districts

As an administrator in public schools:
- ** wrote a manual for employee contract negotiations
- ** served on county budget committee

PROFESSIONAL MEMBERSHIPS:

Idaho Superintendents Association
Idaho School Business Officials Association
Phi Delta Kappa
Idaho School Activities Association
Parent-Teacher Associations
National Education Association

HONORS AND AWARDS:

Dean's List at University of Utah, Boise State University, and University of Idaho
Teaching Assistantship at the University of Utah (summers of 1978, 79, and 80)
Runner Up for Small Schools Football Coach of the Year 1972 in Idaho

PLACEMENT INFORMATION: on file at Career Planning and Placement Office, University of Utah, Salt Lake City, Utah, 99999, and also at Career Planning and Placement Center, University of Idaho, Moscow, Idaho, 88888.

Administrative Skills
of
DAVID DUNSMORE

School District Administration

Accounting/Finance/Cash Flow
Budget Preparation
Levy Planning and Levy Passage
Building and Grounds Maintenance
Transportation:
Route planning for mileage economy
Maintenance and purchase of vehicles

School District Public Relations

Excellent public speaker
Active in community affairs
Good writing style — monthly school newsletter

School District Personnel Management

Excellent recruiter of teachers and administrators
Evaluate personnel to improve instruction and morale
Develop reasonable job descriptions
Know state and federal laws regarding hiring/firing
Appreciate classified staff's importance
Raise and maintain excellent staff morale

School District Curriculum and Instruction

Know K-12 programs of curriculum
Appreciate importance of extracurricular activities
Vocational and cooperative education programs
Exceptional children — mental/physical/gifted
Bilingual and multicultural education

School Board Specialties

NO SURPRISE AGENDAS — communicate ahead of meetings
Policies and procedures meet state and federal regulations
Work with citizen committees
Serve as the board's executive officer

Personal Statement

I have been successful in each of my assignments. I like my work and take pride in doing the best possible job. I have my personal life in order at all times.
I work well with people because I respect them.
I know that schools exist for the learning of children.
I know that I must always keep learning.
I expect and give fair evaluations.
I am liberal with my time and energy.
I am conservative with school district funds.

Comments Re: David Dunsmore

- There is almost too much emphasis upon years for they form a column to the left of the degrees and to the right of the experience columns. The years tend to become the focal point rather than the items they date.
- Under the professional experience section, Mr. Dunsmore has listed a lot of short-term experiences. It would help if he had made it more clear, perhaps, that he was promoted in both Winona, Utah, and Wooster, Idaho. His 11 positions in 21 years of education work may suggest to a resume reader that (1) he is not able to last more than one or two years in any position; (2) he is never happy in one job or location more than one or two years; or (3) he is upwardly mobile but has made a lot of almost parallel moves.
- Unfortunately, we cannot tell from this resume why the candidate moved so often. The writer might have noted his reasons for each move — better salary, bigger district, better teaching conditions, better location, etc.
- There is a touch of the jock in the way this superintendent lists his coaching title before his teaching title in six positions and then lists it secondary to the seventh position.
- After the problem of the dates and short-term experience in the first two sections, this candidate has highlighted some significant experiences in an excellent way in the Additional Professional Experiences section.
- Under Honors and Awards, Mr. Dunsmore has balanced the jock image by noting that he made the Dean's list at three institutions and was a teaching assistant three summers.
- It is not clear from the Placement Information section whether you will get the same information from both placement offices or whether you will get something different from each. This candidate should consolidate his file at one institution, preferably Utah, where the doctorate will be granted.
- If you will look back at the Education section, you will note Mr. Dunsmore's use of an asterisk after 1979. There is some confusion. The reader is led to believe that the other dates mark the year a degree was received. It is not clear that 1979 marks the *beginning* of the doctoral program. After all, in the Honors and Awards section Dunsmore indicates he was a teaching assistant in the summer of 1978. Listing doctoral studies in process is certainly recommended; however, Dunsmore is a bit wishy-washy about his target date for completion of the degree.
- A reader may also wonder why there was an eight-year gap between the granting of the high school diploma and the granting of the baccalaureate degree. This candidate would have been wise to eliminate the year he graduated from high school because it "ages the candidate." Another option would be to eliminate notation of the high school diploma altogether.
- Mr. Dunsmore has elected to add a sheet to his resume which shows his "Administrative Skills." It is very difficult to assess the value of such a listing. A person could argue for quite some time about the order of his skills and the listing or not listing of certain skills. A school board might be most interested in his "school board specialties" and *"public relations"* sections if the district's major problem is "public relations." His personal statement stands by itself.

RAYMOND EINSTEIN

123 West South Avenue
Apple, California 97137
503 123-4567

EDUCATIONAL BACKGROUND

Urban University
Major Area: Educational Administration/Business
Ph.D., June 1983

Major Area: Curriculum and Instruction
M.Ed. and Superintendent Certification, June 1976

Country College
Major Area: Social Sciences
Secondary Teaching Certificate, June 1966

Major Area: Counseling and Guidance
Counseling Certification, August 1970

Pacific University
Executive Management courses, 1977-1982

PROFESSIONAL EXPERIENCE

Assistant Superintendent
Rockwell School District, Rockwell, California
1980 to date

Grants and Contracts Manager
Rockwell Senior High, Rockwell, California
1973 to 1978

Social Sciences Teacher
Rockwell School District, Rockwell, California
1966 to 1973

PROFESSIONAL MEMBERSHIPS:
ACSA and CASSA

PLACEMENT FILE: Available upon request

PERSONAL INFORMATION: married, veteran, excellent health, excellent evaluations

Comments Re: Raymond Einstein

- Mr. Einstein's name may get lost under a staple or paper clip. It is better to center.
- The educational sequence is jumbled. The institutions have been given more emphasis than the degrees and disciplines. The dissertation title is not listed at all. It might have been interesting to have listed the executive management course titles.
- Because Mr. Einstein's total educational experience has been in the Rockwell School District he could have listed the district once and shown the progression of promotions without repeating the district name so many times. Also, he could have enhanced our understanding of his jobs by detailing briefly his major responsibilities as an assistant superintendent and as grants and contracts manager.
- His professional memberships, ACSA and CASSA, should have been spelled out. Though it is not mandatory to list the placement file's location, it is customary and helpful later on if a question arises about how to get that file. Note that "excellent evaluations" gives you a final good idea about the person.
- The format is unbalanced. All the white space to the right of the sheet is overpowering.
- Mr. Einstein took too literally the idea that a resume should be only one page. He tells so little that the reader is not really curious to learn more.

HELEN HILLSON
223 South Smith Street
Portland, Oregon 90909
503 123-4567

AREAS OF KNOWLEDGE AND EXPERTISE:

Student Discipline	Student Body Budgeting/Accounts
School Climate	Interscholastic Activities/Sports
Class and Student Scheduling	Student Government
Teacher Evaluation	Improvement of Instruction

CAREER OBJECTIVE:

I desire a position as a vice or assistant principal in a senior high school.

DEGREES AND CERTIFICATES:

Provisional Secondary Principal Certificate
Portland State University 1986

Masters in Education in Guidance and Counseling
University of Oregon 1982

Special courses in Special Education — Secondary
University of Oregon 1979, 1980
Portland State University 1977

B.S. in Biology with Minor in Chemistry
Basic Secondary Teaching Certification
Oregon College of Education 1970

EDUCATIONAL EXPERIENCE:

Secondary Principal Internship 1985-86
David Douglas School District, Portland, Oregon

Special Education Teacher 1980-86
David Douglas School District, Portland, Oregon

Senior High Biology/Chemistry Teacher
Medford, Oregon 1975-80

Junior and Senior High Biology and General Sciences Teacher
Junction City, Oregon 1970-75

PROFESSIONAL MEMBERSHIP:

Northwest Women in Educational Administration
Oregon Science Teachers Association
Association for Exceptional Children
Confederation of Oregon School Administrators — Student Member

PLACEMENT FILE:

Up-to-date and available from Portland State University's Career Planning and Placement Office, Box 751, Portland, Oregon, 97777

Comments Re: Helen Hillson

- For a beginning administrator, this is a very good resume. Ms. Hillson has identified what she feels are specific areas of knowledge and expertise which will permit her to function as a vice or assistant principal.
- Her degrees and certificates are logically presented; however, she might have included the locations of the institutions.
- Her educational experience could have been presented to make it more specific. She has listed "secondary principal internship," but we do not know if that was grades 7 through 9 or 9 through 12 or what it was. She might have found it helpful to list the school name and the name of the principal who supervised the internship. Because her classroom teaching of science was done at the junior and senior high level, we will probably assume that her special education teaching was also at the senior high level. However, her resume does not make that clear, nor is it clear whether her students were mentally retarded, physically handicapped, etc.
- The Career Objective should have been placed immediately after the name and address. Putting the career objective first alerts the reader to read the resume with that job objective in mind. Placing Areas of Knowledge and Expertise immediately *after* the Career Objective might have made for greater impact.
- The resume format is easy to read; however, it is a bit off balance to the left. It might have been easily balanced by centering the headings and moving the material 15 spaces to the right. For example:

DEGREES AND CERTIFICATES

Provisional Secondary Principal Certificate
Portland State University 1986

RESUME OF EDUCATION AND EDUCATIONAL WORK EXPERIENCE

Name:	Jackson Brownley
Permanent Address:	987 6th Avenue, Seattle, WA 98100
Telephone:	206 123-4567
Marital Status:	Single
Date of Birth:	April 7, 1955
Health:	Outstanding. Vision is also good.
Religion:	Protestant
Race:	Caucasian
Sex:	Male

EDUCATION:

Ph.D. in progress at Country College, Dry, Washington.
Contrations in School Finance, Business, and Curriculum.
Anticipated completion date: June 1988

M.Ed. from Gonzaga University, Spokane, Washington 1980
Concentrations in Public Relations, Curriculum, and Elementary Education.

B.Ed. from Seattle University, Seattle, Washington 1975
Concentrations in Physical Education and Elementary Education.
Graduated magna cum laude.

A.A. degree from Clark Community College, Vancouver, Washington 1972
Pre-education emphasis plus college transfer program.

PROFESSIONAL EDUCATION EXPERIENCE:

1982-Present	Elementary School Principal, Waterfall School District, Waters, Washington. 430 students K-6, 32 staff. Title I Reading and Math, Special Education Resource Room with Mainstreaming. Implemented Instructional Theory into Practice (ITIP). Responsible for renovation of playground.
1975-1982	Elementary Physical Education Specialist (3 years) and Grade 5 Self-Contained Classroom Teacher (3 years), Seattle School District, Seattle, Washington. As P.E. Specialist, taught physical and developmental skills to K-6 children. As classroom teacher, taught all academic and personal development curriculum for racially integrated students.
1982-1983	Teaching Assistant and Graduate Student, Country College, Dry, Washington. Taught "Introduction to Elementary Education" and supervised field placements of 10 elementary education majors in their first field placement in the public schools. Directed a seminar concerning observations.

SPECIAL SKILLS AND TRAINING:

** Trained in physical developmental skills of elementary age children
** Trained in ITIP (Instructional Theory into Practice)
** Recognize differences in physical, mental, and social development of elementary age children
** Trained in Seattle Horizon Program — multiethnic education and appreciation

PERSONAL INFORMATION:

Play piano and saxaphone
Involved in community theater
Engaged: marriage to be performed June 1988
Speak fluent Latin. Speak, Read and Write French.
Enjoy symphany and opera
Read extensively, prefer biographies

PROFESSIONAL INFORMATIONS:

Member of National Association of Elementary School Principals
Member of Washington Association of Elementary School Principals
Life member of National Education Association
Member of Phi Delta Kappa, education honorary

REFERENCES: Career Planning and Placement, Country College, Dry, Washington, 99999. Available upon phone or written request.

Comments Re: Jackson Brownley

- With a little proofreading, the typos could have been corrected. Spelling errors are unacceptable on a resume.
- Format is quite good. Items give a balanced appearance, but the introductory information is difficult to follow across the wide expanse of white paper between the title and the information.
- This resume is easy to read after you get beyond the openers of personal information. The specific jobs have been enhanced with a minimum of words and a maximum of value. Underlining and asterisks have been used very well.
- The personal information may turn a few readers off quickly. It provides discriminatory information. You may note that the Personal Information section on page 2 details additional personal information, including the fact that though single, Mr. Brownley plans to marry soon. It is better to leave off anything — especially personal items — items which might be used to discriminate against you.
- The Education section has been well presented; however, the certificates are omitted. That is a serious error. One may assume that Mr. Brownley has principal certification because of his titles and memberships, but the certificates should have been listed. Good resumes *tell* so readers don't *assume*. If applying out of state, a comment must be made, such as "certification applied for."
- Under Professional Information it was not necessary to list "member of." Don't use words that are not necessary; they keep the eyes from moving quickly forward to the next bit of information.
- With a minimum of reworking, this resume could have been placed on one page.

RESUME AND CURRICULUM VITA

OF

Irwin Settlers

BORN IN:	Bolckow, Missouri
BORN ON:	March 23, 1938
LIVE AT:	123 Exeter Avenue George, Oregon 98888
CALL ME:	503 345-6789 (home) 503 543-9876 (work)

EDUCATION

University of Oregon, Eugene, Oregon. Ed.D., General Administration & Finance. Dissertation: "Legislation and Levies: A History of Neglect in Financial Support of Education."

Oregon State University, Corvallis, Oregon. M.Ed., General Administration. 1970.

University of Idaho, Moscow, Idaho. Graduate courses in elementary education. 1968.

Seattle Pacific University, Seattle, Washington. B.A. in English and Education. 1963.

CERTIFICATES

Oregon State Standard Superintendents Certificate granted by TSPC in 1976.

Oregon Secondary Principal Certificate recommended by Oregon State in 1970.

Oregon Standard Teaching Certificate granted by Oregon TSP Commission in 1968.

Washington Provisional Secondary Teaching Certificate — English Option — 1963.

ADMINISTRATIVE AND TEACHING EXPERIENCE

Superintendent, Marathon School District, Marathon, Oregon. 940 students K-12. $1,900,100 budget. 50 certificated and 40 classified staff. 1976 to present.

Assistant Superintendent — Personnel and Pupil Services, Miracle School District, Miraculous, Oregon. 3500 students, 160 certificated and 170 classified staff. Responsible for 78% of $4,500,000 budget. Negotiated for district's 6 bargaining units. Served as Hearings Officer. 1973-1976.

Principal of Marcus Junior-Senior High School, St. Peters, Oregon. 450 students grades 7-12. 26 staff. Established teacher evaluation system. Developed school climate program. Improved student and staff morale. 1969-73.

Assistant Principal of Marcus Junior-Senior High School, St. Peters, Oregon. Responsible for discipline, attendance, and extracurricular activities. Served as head football and baseball coach for junior high program. Developed cooperative education program at senior high level. 1967-1969.

English Teacher, Quality Senior High, Quality, Oregon. Taught composition, remedial reading, and speech. Coached football, basketball, and baseball. Directed junior class play. Advised school newspaper. 1963-1967.

ADDITIONAL EDUCATIONAL EXPERIENCES

— consultant for development of school climate programs

— developed in-school suspension program

— initiated parent-is-a-teacher program at junior high level

— developed peer teacher program at junior high level for math and science

— consultant in legal cases involving student discipline problems

— summer school teacher for workshop on school climate and discipline at Oregon State University in 1974 and 1975.

PROFESSIONAL MEMBERSHIPS

Oregon Association of School Personnel Administrators
Confederation of Oregon School Administrators
Oregon Association of Grant and Contract Administrators
National Association of School Administrators
Council on Exceptional Children
Phi Delta Kappa (educational honorary)

CIVIC INVOLVEMENT

Senior Chamber of Commerce: Chairman of Education Committee
United Good Neighbors: Finance Chairman 3 years
Member, Committee for Development of Youth Center
Kiwanis International: Membership Chairman
Active in church activities

PLACEMENT INFORMATION

Up-to-date placement file is available upon request from the Office of Career Planning and Placement. University of Oregon, Eugene, Oregon, 99999.

Comments Re: Irwin Settlers

- For an experienced administrator, this may be an excellent model. However, I would not use the introductory items: born in, born on, live at, and call me. The place and date of birth are not the most important thing to present at the beginning of a resume. The "live at" and "call me" would more professionally be listed as "residence" and "telephone."
- The title "resume" need not be accompanied by "and curriculum vita" — that is redundant. Actually, Settlers need not have even typed "resume" because his readers will recognize it for what it is. Note that he printed RESUME AND CURRICULUM VITA in capitals and his name in small letters. It would have been better to put his name in capitals and "resume" in small letters.
- The next three sections — Education, Certificates, and Administrative and Teaching Experience — are presented in a clear, concise manner. However, Settlers might have made Administrative and Teaching Experience carry more impact by doing the following:

  Assistant Superintendent — Personnel and Pupil Services

  Miracle School District, Miraculous, Oregon. 1973-1976

  - 3,500 students, 160 certificated and 170 classified staff.
  - Administered 78 percent of $4,500,000 budget.
  - Negotiated with six bargaining units.
  - Served as Hearings Officer.
- The Additional Educational Experiences section highlights some significant experience which would interest a screening committee and school board.
- The Professional Membership and Civic Involvement sections are clearly stated.

RoseAnne Glow
16 Apple Lane
Blossom, CA 77777
392-8976

VITA

CAREER OBJECTIVE

Assignment in line position as a middle or junior high principal in a rapidly developing urban community with multiethnic population.

QUALIFICATIONS

CONFIDENT . . . in making decisions

PERSUASIVE . . . in leading people

DISCIPLINED . . . in achieving objectives

INTUITIVE . . . in human relations

CREATIVE . . . in project development

ARTICULATE . . . in public speaking

EXPERIENCED . . . in program management

DEMONSTRATED EFFECTIVENESS

Successfully performed responsibilities of junior high assistant principal of 450-student school with grades 7 and 8: discipline, attendance, coordination of extra-curricular activities, building maintenance, and program and staff evaluation. All evaluations were outstanding. Cork School District, Bottle, CA 1982-1985

Rated outstanding junior high social studies teacher and girls volleyball coach in Spirit Junior High, Lake, CA 1978-82. Special activities: organized and directed model United Nations; chaired social studies curriculum revision; organized first Girls' Career Day utilizing community resources.

EDUCATION AND CERTIFICATION

M.Ed. in Educational Administration, Middle California College, Windy, CA 1982.

B.A. in History with minors in geography and economics, Excel U, Treat, Iowa 1978.

Secondary Administrative Services Credential, Middle California College, 1982.

PERSONAL

Energetic, healthy, and eager for administration. Willing to relocate.

Comments Re: RoseAnne Glow

- Ms. Glow's name may become lost if a staple or paper clip is used in the upper left hand corner of the sheet to hold all of her materials together.
- Resume is more commonly used as a title for this form.
- Ms. Glow is a beginner. She has a clear Job Objective that limits the use of this resume to positions that fit her community setting.
- Her Qualifications section is an eye catcher. She lists seven qualifications which she feels are vital to success as a junior high principal. She has embellished her skills in her description of her work as a junior high assistant principal and as a social studies teacher. She gives important information about her assignments and her evaluations.
- Her Education and Certification section is clear.
- Her closing personal statement tells prospective employers that she is full of enthusiasm and ready to relocate in order to achieve her employment goal.
- She has used a slightly different format. The Qualifications were deliberately zigzagged to draw attention to them. She broke that pattern by using full-line statements of four lines each to describe her administrative and teaching experience.
- If you use a format like this, be sure that it sells you. Beginner Glow knows she must sell her skills and make her career objective very clear. You cannot read a resume like this without wanting to learn something more about the person who designed it.

Appendix B

Interview Questions

Preparing for your interview is a vital part of any application process. You want to emerge from the interview as a knowledgeable candidate with the potential to do an excellent job if hired.

One way to help prepare yourself for interviews is to practice answering the questions in this appendix. Take time to think carefully through these questions. You may be tempted to glance at them and feel that the answers are obvious. It's strange, however, how difficult it often becomes to answer "obvious" questions during an interview.

Because some questions pertain more to applicants for principalships and some more to superintendent and central office candidates, I have divided this appendix into two sections. You will probably want to look at all the questions, paying special attention to those in the section most relevant to you.

Each section begins with the words, "Questions Commonly Asked . . . " All the questions which follow have been asked in interviews. Some are used in almost every interview. You should be aware, however, that you may not be asked any of these questions or you might be asked variations.

The important thing is that you carefully think through your answer to each question. You might consider discussing questions with a colleague or two. Sharing ideas about the best possible response can be helpful. The more you think and talk about these questions, the better prepared you will be for that critical interview.

Questions Commonly Asked Of Candidates For Building Level Positions (Principals And Vice-Principals)

Self-Assessment

1. If you have a life goal, how does this position fit into your program to meet that goal?

2. Please take a few minutes to tell us about your education, your teaching and administrative experience, and yourself. Who and what are you?

3. Besides work, what do you do with your time?

4. As a vice-principal, what strengths would you bring to the administrator of this school?

5. What are your most obvious weaknesses as a building administrator? How do you know they are your most obvious weaknesses, and how do you plan to alleviate or eliminate them?

6. How do you know you will fit into this position effectively?

7. What problem-solving skills and techniques have you used successfully?

8. Please describe a problem and the skill(s) used to solve it.

9. What are your greatest strengths as a building administrator? How do you know these are your greatest strengths?

10. Why have you applied for this position? Why should we select you rather than any of the other candidates who have applied?

Building Management

1. If you wanted to bring about a change in your building, what process would you employ to ensure a successful change? What are the vital parts of the process of change? Give an example of a change you have implemented or been involved in.

2. How would you organize your faculty and staff for meetings?

3. Communication between departments is often a problem. What program or plan would you implement to promote interdepartmental communication?

4. If you were appointed principal of a building in which the faculty/staff morale was poor, what actions would you take? *OR*, if you were principal of a building and felt the morale was sagging, how would you go about the business of assessing faculty/staff morale?

5. If hired, what are some immediate steps you would take to ensure a smooth and effective movement into this position?

6. If you were told that you had been granted $25.00 per pupil in your building for supplies, texts, audio-visual, and field trips and that you were to build your own budget for submission to the superintendent for approval, how would you build that budget?

7. As a principal, how would you like to be evaluated by your staff and by the central office personnel? (Naturally you would welcome this, but on what basis and how?)

8. What do you consider to be the single most important function that a building principal performs?

9. If you and your staff really wanted a specific program but the superintendent turned it down, how would you: (A) tell your staff about the turn-down and (B) go about the business of trying to change the superintendent's decision?

10. What is the role of the principal in goal-setting for the school? The district? If asked to establish goals for your building, how would you do it? How would you evaluate progress toward those goals?

11. What experiences have you had in handling building budgets?

Staff Hiring, Evaluation, And Management

1. What qualities, both academic and personal, do you seek in applicants for teaching positions? What about counselors? Librarians? Aides? Coaches?

2. If a teacher on your staff were showing definite signs of being ineffective in the classroom, what action would you take? (Careful: They may be listening for information about state laws that apply to teacher evaluation and dismissal as well as about procedures you would use to evaluate the teacher, help the teacher, or dismiss the teacher.)

3. How do you give personnel recognition for "a job well done"?

4. As a principal, what strengths would you seek when selecting a new vice-principal?

5. What are the primary purposes of staff evaluation?

6. If you were observing a mathematics or home economics teacher for evaluation purposes, how could you evaluate either of them if you do not have a major in their fields?

7. If students told you that a teacher didn't know the subject and just told stories and wasted their time in class, how would you pursue the complaints?

8. If the drama teacher recommended a play that was not in good taste, what would you do?

9. If you were asked to assign staff to special duties, e.g., open house or assembly duty, how would you wish to do it? What if a teacher objected to your assignment? How would you handle the objection?

10. If the spring music festival were in rehearsal and an argument occurred between the instrumental and vocal teachers about use of facilities, how would you resolve the disagreement?

11. If a teacher had classroom management problems, how would you work with that teacher to improve the situation?

12. If a student reported to you that he or she had received uncomfortable sexual overtures from a staff member, what action would you take?

Curriculum And Instruction

1. How do you evaluate instructional programs?

2. What is your opinion concerning the establishment of local minimum performance levels for graduation, beyond those required by the state? If you were notified by the board and superintendent that you had to establish local minimum performance levels, how would you proceed with the task?

3. What is individualized instruction and what is its place in a school instruction program? What are some advantages and disadvantages to individualized instruction?

4. How does a building administrator affect curriculum development?

5. What do you think is the proper role of paraprofessionals in the instructional program? What leeway do you think a principal should have in utilizing paraprofessionals in the instructional program?

6. What is your viewpoint concerning student involvement in curriculum development? Parental involvement?

7. Please explain how you view the library and librarian's role in the educational program of your school.

Services And Activities

1. What is the purpose and value of interscholastic activities to students and the community? (Go beyond athletics to include drama, debate, etc.)

2. What is your view of student government? What do you believe is the best relationship to establish and maintain between the student association and the administrators?

3. What has been your involvement in extracurricular activities?

4. Girls athletic programs sometimes receive short attention from school administrators. What actions would you take to ensure that girls had equal access to athletic participation, including the availability of facilities, transportation, and budget?

5. As a building administrator, what steps would you take to involve as many students as possible in school activities?

6. What is the purpose and value of intramural activities?

7. What would you do if you suspected that a student in your school was a victim of child abuse?

8. What is the purpose of counseling, testing and career guidance in the schools? Describe a program for career guidance that you would like to have in your school.

9. What involvement have you had in student body funds or budgets? As a principal, how would you ensure the proper accounting for those funds?

10. What experience have you had with scheduling classes? How would you schedule students who were new to the school during the quarter or semester?

Student Discipline

1. If you were appointed principal of a building that had severe student discipline problems, what are some first steps you would take to change the situation?

2. How do you interact in discipline problems so that the right decisions are made? What is your opinion in regard to due process rights for students and parents in discipline matters?

3. How do you account for the fact that some schools have more discipline problems than others? What programs are you familiar with that seem to improve student discipline?

4. What do you think about suspension, expulsion, and corporal punishment as disciplinary measures for your grade levels?

5. How do you view recent trends in students' rights, discipline, and due process?

6. What is your view of the effectiveness of student suspension and/or dismissal? What is your opinion of programs such as in-school suspension?

7. What type of student discipline policies would you recommend for your building if you were selected?

8. Describe a good student. Describe a bad student.

9. What are the key elements in maintaining good discipline in a school? How would you influence the process? What would your involvement be?

Miscellaneous

1. What do you see as specific trends for education at your level during the next decade? How will these trends affect this school and district? What actions might be taken now to avoid problems in the future?

2. What do you know about our school and district operations and philosophy?

3. How do you feel about negotiations/ collective bargaining? Do administrators and board really represent management while teachers represent labor so that we actually have management vs. labor? Explain why you feel as you do.

4. If given an opportunity to join an administrators' bargaining unit, would you jump at the chance?

5. What involvement have you had with minorities? Describe that involvement and your personal reaction to it.

6. There may be some questions you hoped we would ask you but we have not. If so, what are those questions and what answers do you have for them? Why are those questions so important to you?

7. Are there questions you would like to ask us?

8. If you were a guest at a local club in your school district and were asked to give a brief talk about the impact of the excellence studies on education, what points would you stress?

Questions Commonly Asked Of Candidates For Central Office And Superintendent Positions

Self-Assessment

1. Why are you interested in making a job change at this particular time?

2. Why have you decided to seek this position? What experience and personality factors lead you to believe you can be successful if hired?

3. How do you see this position fitting into your specific career goals?

4. We are interested in hiring a well-educated person for our position. What were some courses in college that really turned you on? What about books you have read recently?

5. To what professional organizations do you belong? What do you feel should be your responsibility to interest others in professional organizations?

6. We are interested in creative solutions to problems and innovative programs, but we do not wish to move too far away from traditional methodology and thinking. How do you view yourself as a person who can help us move ahead but not lose the best of what we already have in our district?

7. Describe your problem-solving skills and give us an example of how you have already used them or might use them on this job.

8. What has been the biggest problem you have ever faced as an administrator? We are interested in what it was, when it was, and how it was resolved — if it was resolved.

9. How do you manage people? What is your leadership or management style?

10. What experiences have you had organizing and leading people that would help you in this position? How do you persuade people to see your viewpoint and agree to it?

11. If we checked two or three of your references, what words might they choose to describe you as a leader and a person?

12. What are three or four personal qualities or attributes that best depict you? Whom could we call to verify these qualities?

13. What is your success rate in inspiring loyalty, in getting people to want to do the work you assigned them, and in developing team work? Whom could we call to verify this?

Role And Duties

1. What do you consider to be the most important two or three duties of this position?

2. How would you ensure that you account for the duties you have listed as the most important ones?

3. How would you operate so that board, staff, and community would know that you hold yourself accountable for the position which you hold?

4. Just where does the buck stop in educational administration?

5. If a citizens group proposed to organize a recall election directed at a majority of the school board, what role would you play?

6. Describe a good administrator (curriculum director, budget manager, etc.).

7. If you were hired for this position, what immediate actions would you take to familiarize yourself with the district and community? If you were from another state, how would you familiarize yourself with our laws and financing of public schools?

8. What relationship have you already established or would you propose to establish with public agencies?

9. If we were to phone your present board members and ask them what kind of person you are, how would they describe you?

   a. What would they say has been your biggest problem as a superintendent?

   b. What would they say has been the best thing you have done for the district?

Philosophy Of School Management And Operation

1. In as few words as possible, and preferably with an example from your experience, please tell us what your philosophy of education is.

2. Define "management team" as you would want it operating in this district if you were hired for this position.

3. We face the possibility of closing one or more schools. What experience have you had with school closures and what procedures would you recommend to the board to aid in the process of the decision and the implementation? What if it were a consolidation with another district?

4. How would you formulate policies in each of these areas: budgeting? personnel? public relations? curriculum? discipline? facilities?

5. Our district has the potential to grow in one particular area. How would you propose to develop long-range plans to account for growth in student population?

6. What are the real values of intramural and interscholastic activities to students and to the community?

7. What experiences have you had with goal-setting for a school, department, or school district? How were the goals determined? Who was involved?

8. Discipline is a hot topic these days. We have a student discipline policy, but it needs review. How would you conduct such a review?

9. Describe for us some project which you have designed and carried through to the end. We are especially interested in how this project benefitted a district.

10. What do you see as the advantages and disadvantages of cooperative programs with other districts?

Curriculum, Instruction, And In-Service

1. With all of the push to provide a strong basic education, would you please define basic education for us? What about the importance of the arts and athletics? How should they be treated?

2. With the present threat of decreased funding for categorized programs in special education, gifted, and vocation education, what could you do to maintain high quality programs?

3. What curricular changes do you think might occur in the next decade? What about funding for schools? Public support for schools? Growth of private schools?

4. We keep hoping for development of high quality instructional programs, but fall short of our goal. What are some of the major problems which stop us from attaining high quality instructional programs? What programs would you suggest to get us moving more rapidly toward quality instruction?

5. There is a strong movement to encourage students to take more mathematics and science courses and move into high technology positions as adults. What suggestions do you have for encouraging more students to take math and science?

6. If you were asked to give a short talk to a group about requiring a Basic Skills Test for all students before graduation, what would you tell them?

7. If you had an opportunity to invite a famous person or group to the district for in-service, what group or person might you invite?

8. What is career education and should it be a part of our K-12 program? If so, at what level?

9. If you have evaluated a program, please describe the program and tell why and how it was evaluated? If change was necessary as a result of the evaluation, what actions were taken to insure that the change occurred smoothly?

10. Define any one of the following and take a stand in support of or against it: morals education, values clarification, mainstreaming.

Finance And Budgeting

1. What is your philosophy for developing a budget? How do you create a budget? Whom do you involve?

2. If it became a financial reality that either the extracurricular program or the transportation program would have to be eliminated or severely reduced, how would you decide what to recommend to the school board?

3. What involvement have you had in grant writing or in accounting for categorical funds?

4. If you were required to reduce a budget after it had been accepted and approved by the school board, what steps would you take?

5. Risk management is a hot topic among school boards today. What information can you provide us about a reasonable risk management plan for a district like this?

6. With the rising costs, decreasing enrollments, and other problems which districts face, what is your opinion about cooperative programs among districts? What are advantages? Disadvantages?

Board/Supervisor Relations

1. What consistent actions would you take to keep the school board or your immediate supervisor informed concerning issues and problems relating to your work and the district?

2. If you were hired for this position, what direction and support would you expect from your immediate supervisor (or from the school board)?

3. If the administration or school board did not accept your recommendation on a problem or project, how would you accept and deal with that decision?

4. You are directed by your board or immediate supervisor to do something which you know is illegal. What would you do?
5. What do you think would be a reasonable evaluation process for you if you were hired for this position? How should you be involved in this evaluation?
6. Please describe for us your method of developing the board agenda and preparing the school board to discuss that agenda and vote intelligently.
7. We have a consistently high turnover of board members. How would you work with new board members to help them develop into effective members as quickly as possible?

Community Relations

1. If you were invited to give a talk to the local community civic leaders with a specific request that you talk about what is wrong and what is right about public education, what would you tell them?

2. Suppose that shortly after you moved into this position you were deluged with complaints about a program, e.g., sex education. How would you respond to the complaints? What action would you take?

3. What are some advantages and disadvantages to having citizens advisory councils?

4. What should be your role and the role of the school board in developing community support for education? What procedures would you recommend for keeping the community informed? What about involving the community?

Staff, Student, And Minority Relations

1. As a central office person, how would you communicate with staff members in the buildings?

2. What experiences have you had relating to ethnic minorities?

3. If you were hired and discovered that the district had a morale problem, what action would you take?

4. Describe any experiences you have had working with minorities and women in affirmative action programs and/or educational programs.

Staff Hiring and Evaluation

1. What do you consider to be your responsibilities in hiring personnel who would report directly to you? As a superintendent, what do you feel is the best way for the school board to be involved in the hiring of teachers and administrators?

2. Describe the personal qualities you would seek in people whom you would hire to work with you.

3. How do you give people recognition for a "job well done"?

4. If a district administrator were not effective, what steps would you take to either improve the person's effectiveness or reassign or dismiss him or her?

Negotiations

1. How do you view the development of administrators' bargaining units below the superintendent level?

2. As the negotiator or member of the negotiations team, what do you perceive would be a reasonable way to negotiate for the school board without giving everything away to the staff?

3. If a teachers' strike seemed to be ready to go, what actions would you recommend for the board? If the strike actually occurred, would you recommend closing the schools or keeping them open with substitutes?

4. After a strike, what actions would you pursue to help in the healing process?

Miscellaneous

1. What do you think is a reasonable/adequate salary for this position?

2. We seek a whole person for this position. Briefly tell us about how you use your time off the job.

3. What are the most significant trends in education today? How will those trends impact our district and what should we be doing now to meet them squarely in the future?

4. If you were doing the interview, what additional questions would you like to ask each candidate?

5. It seems impossible to be a leader without coming into conflict with someone sooner or later. Please tell us about some conflict which you have been involved in and how it was resolved.

Appendix C

Where To Find Administrative Job Openings

CALIFORNIA

Association of California School Administrators
Job Information Survey
1517 L Street
Sacramento, California 95814
Phone: (916) 444-3216

California School Boards Association
Richard Montgomery, Advisor
916 23rd Street
Sacramento, California 95816
Phone: (916) 443-4691 ext. 40

NATIONAL

American Association of School Administrators (AASA)
1801 North Moore Street
Arlington, Virginia 22209
Phone: (703) 538-0770

American Personnel & Guidance Association (APGA)
Two Skyline Place — Suite 400
5203 Leesburg Pike
Falls Church, Virginia 22041
Phone: (703) 820-4700

Chronicle of Higher Education
P.O. Box 1955
Marion, Ohio 43305
(Subscription office address)

Education Week
P.O. Box 1939
Marion, Ohio 43305

The Executive Educator or "Career,"
c/o The Executive Educator
1055 Thomas Jefferson St. NW
Washington, D.C. 20007

National Association of Secondary School Principals (NASSP)
1904 Association Drive
Reston, Virginia 22091
Phone: (703) 860-0200

National School Public Relations Association
1801 N. Moore Street
Arlington, Virgina 22209

Various State Administrator Associations and School Boards Associations (Contact Association of California School Administrators or California School Boards Association for other state administrators and school boards associations' addresses and phone numbers)

CAREER PLACEMENT OFFICES

California State College, Bakersfield
9001 Stockdale Highway
Bakersfield, California 93311-1099
Phone: (805) 833-3033

California State University, Chico
1st & Normal Streets
Chico, California 95929
Phone: (916) 895-5253

California State University, Dominguez Hills
Carson, California 90747
Phone: (213) 516-3301

California State University, Fresno
Shaw and Cedar Avenues
Fresno, California 93740
Phone: (209) 294-2381

California State University, Fullerton
Fullerton, California 92634
Phone: (714) 773-3121

California State University, Hayward
Hayward, California 94542
Phone: (415) 881-3621

Humboldt State University
Arcata, California 95521
Phone: (707) 826-3341

California State University, Long Beach
1250 Bellflower Blvd.
Long Beach, California 90840
Phone: (213) 498-5551

California State University, Los Angeles
5151 State University Drive
Los Angeles, California 90032
Phone: (213) 224-3581

California State College, Dominguez Hills
Carson, California 90747
Phone: (213) 516-3301

California State University, Northridge
18111 Nordhoff Street
Northridge, California 91330
Phone: (818) 885-2381

California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, California 91768
Phone: (714) 598-4281

California State University, Sacramento
6000 J Street
Sacramento, California 95819
Phone: (916) 278-6231

California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407
Phone: (714) 887-7551

San Diego State University
5850 Hardy Avenue #4
San Diego, California 92182
Phone: (619) 265-6851

San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132
Phone: (415) 469-1761

San Jose State University
One Washington Square
San Jose, California 95192
Phone: (408) 277-2816

California Polytechnic State University, San Luis Obispo
San Luis Obispo, California 93407
Phone: (805) 546-2501

Sonoma State University
1801 East Cotati Avenue
Rohnert Park, California 94928
Phone: (707) 664-2838

California State University, Stanislaus
801 West Monte Vista Avenue
Turlock, California 95380
Phone: (209) 667-3381

University of California, Berkeley
Bldg. T-6, Office 10
Berkeley, California 94720
Phone: (415) 642-1716

University of California, Davis
South Hall, 2nd Floor, Room 229
Davis, California 95616
Phone: (916) 752-2855

University of California, Irvine
Student Services 1 Bldg.
Irvine, California 92717
Phone: (714) 856-4642

University of California, Los Angeles
405 Hilgard Avenue
Los Angeles, California 90024
Phone: (213) 825-2981

University of California, Riverside
1126 Library S.
Riverside, California 92521
Phone: (714) 787-3631

University of California, San Diego
Humanities Library Bldg., Rm. 1058
La Jolla, California 92093
Phone: (619) 452-3750

University of California, San Francisco
520 Parnassus
San Francisco, California 94143
Phone: (415) 666-4111

University of California, Santa Barbara
Bldg. 599
Santa Barbara, California 93106
Phone: (805) 961-4411

University of California, Santa Cruz
123 Hahn Services Bldg.
Santa Cruz, California 95065
Phone: (408) 429-2183

National University
4007 Camino Del Rio S.
San Diego, California 92108
Phone: (619) 563-7252

University of the Pacific
Anderson Hall
Stockton, California 95211
Phone: (209) 946-2361

University of Redlands
Armacost Library
Redlands, California 92374
Phone: (714) 793-2121 Ext. 278

University of San Diego
Alcala Park, Serra Hall, 300
San Diego, California 92110
Phone: (619) 260-4654

Santa Clara University
Benson Memorial Center, West Wing
Santa Clara, California 95053
Phone: (408) 554-4421

University of San Francisco
Campion Hall, Rm. D-8
San Francisco, California 94117
Phone: (415) 666-6216

University of Southern California
3375 S. Hoover Street, Suites K & L
Los Angeles, California 90007
Phone: (213) 743-7376

Stanford University
White Memorial Plaza
Stanford, California 94305
Phone: (415) 497-3963

The following is a limited list of private individuals or organizations who contract with school districts in search of candidates to fill specific educational positions. Through them, ACSA receives notices to list individual positions:

Arthur Young Executive Consultants
Derek Marlow
515 South Flower Street
Los Angeles, California 90072
Phone: (213) 977-3535

Educational Listing Services, Inc.
P.O. Box 289
Princeton, New Jersey 08540
Toll-free number: 1-800-257-0402

Elaine Boyce, Advisor
School Services of California
1127 11th Street, #401
Sacramento, California 95814
Phone: (916) 446-7517

Ferd Kiesel, Advisor
5109 Locust Avenue
Carmichael, California 95602
Phone: (916) 483-7693

Guidelines Executive Search Center
220 S. Broome Avenue
Lindenhurst, New York 11757
Phone: (516) 482-7379

Harold Webb Associates
1603 Orrington Avenue, Suite LL-1
Evanston, Illinois 60201
Phone: (312) 869-3940

Hazel Mahone, Advisor
1065 Commons Drive
Sacramento, California 95825
Phone: (916) 449-9519

Illinois Association of School Boards
1209 South 5th Street
Springfield, Illinois 62703
Phone: (217) 528-9688

MFL International
Susan Holland
One Market Plaza, Suite 1010
Spear Street Tower
San Francisco, California 94105
Phone: (415) 543-3950

Michigan Association of School Boards
421 W. Kalamazoo Street
Lansing, Michigan 48933
Phone: (517) 371-5700

New England School Development Council
85 Speen Street
Framingham, Massachusetts 01701
Phone: (617) 879-7624

New Jersey Association of School Admin.
920 West State Street
Trenton, New Jersey 98618
Phone: (609) 599-2900

Office of Career Services
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